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ABSTRACT

This booklet provides data from a survey of more than 400 graduates in English from the University of Connecticut, showing what those graduates are doing, what value they now place on an English major, and what advice they might give undergraduates now majoring in English. Responses to the survey are listed within these categories: administration, business, graduate study, labor, law and medicine, library work, miscellaneous professional, self-employed, social work and counseling, teaching, writing and publishing, and unemployed. The observations most often made by the graduates were these: The ability to communicate is essential in most jobs. Classes that encourage analytical thinking and writing develop important skills. Studying literature enables readers to understand human behavior, thereby assisting in job performance. Many English majors should take one or more business or technical courses. English skills are more likely to help on the job than to help in getting a job. Two appendixes list graduate programs and business positions for English majors. (RL)

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ENGLISH MAJORS

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*A career survey
of graduates*



1968-1976

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Karen Jambeck

Richard Reynolds

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM "

Karen Jambeck
Richard Reynolds

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Many undergraduates wonder what they will be able to do after graduation if they major in English. We asked those who graduated in English from 1968 through 1976 to tell us what they are doing, to let us know how they now view their major, and to comment further as they pleased.

More than four hundred have replied. We have sifted their answers to present a cross-section, and to include arresting remarks. After each job description, we have given the graduate's initials, sex, and (where available) year of graduation. All the responses are filed in the English Advisory Center, Room 345 Arjona, where students may inspect them. By means of the survey, we have tried to allow former English majors to advise present undergraduates.

Many of the replies show excellent sense; they are themselves more valuable than any summary of them would be, but the points most often made were these:

- 1) The ability to communicate, orally and in writing, is essential in most jobs. Classes which encourage analytical thinking and writing develop important skills.
- 2) As well as being enjoyable and enriching, literature helps readers understand human behavior, which in turn assists job performance.
- 3) Many English majors should take one or more business or technical courses.
- 4) English skills are more likely to help on the job than in getting the job.

We thank the graduates who sent us their reports and opinions, and hope undergraduates will find the material useful.

Karen Jambeck
Richard Reynolds
July, 1977

ADMINISTRATION

I. Business (55)

1. Information Analyst in the Retirement Plans Unit, Travelers Insurance Co., Hartford, L.A.P.S. (F 71): "supervisor of the procedures and training unit."

Being an English major was helpful in obtaining my first job at the Travelers, which was in the Analysis & Development Unit - Procedures Writing, and other special projects dealing with organization. Skills most useful in my job are the ability to synthesize, critical analysis, research skills, writing clear expository prose, clear organization of facts and ideas and communication skills. English courses most helpful were poetry courses - analysis and succinctness of words to express ideas. Any course in which term papers were required to develop ideas and draw them to logical conclusions has proved helpful to me. The world of business is like no other "world" to which I've been exposed. The college graduate, having spent four or five well protected years in school, will have to adjust to working in the first place. Regardless of the basic skills brought to the marketplace (in other than technical fields), most skills are learned and developed on the job over a number of years - with many mistakes. Those who learn from mistakes, succeed; those who develop a good "business sense" succeed; all others don't. Marketable skills are great but the real test is the business environment. I'm dismayed over people who feel liberal arts is a waste of time and money because to be well rounded and knowledgeable, one must be exposed to different minds, different philosophies. In business, one meets many people and should be able to discuss a variety of subjects, not just "shop." I have found that many technically oriented people are limited in this respect.

2. Buyer - Office Supplies and Equipment, C.B.S. Inc., New York, NY., R.D.F. (F 72).

A brief outline of my career to date might prove helpful to Liberal Arts majors today. When I graduated in 1972 and began pounding the New York City pavement, I tended to lean toward the publishing field (where else should an English major seek a position?). Yet I really didn't know what the heck I wanted to do specifically or even what I was qualified to do. When asked what type of work I was interested in, I found myself answering with things such as: I like working with people; would like a people-oriented job; personal contact, etc.; public relations, publicity-

related areas. Needless to say, one question was always asked of me: "How fast can you type?" Fortunately I typed 75 words per minute, which certainly impressed many a personnel department and employment agency. A college degree and 75 WPM - WOW!!! Sure enough, that got me my first job as a sales assistant with C.B.S., Inc. (Someone suggested publicity-related fields are in radio and TV so I hit the television companies.) Within five months I had gained the reputation in my department as one of the best sales assistants there, and word spread to WCBS-TV Traffic Department. They needed a commercial scheduler and I fit the bill. (That's one who schedules the commercials in shows that the salesmen sell to ad agencies.) By a twist of fate, within six weeks the National Sales Coordinator (the one who "books" the orders placed by the out-of-town salesmen) became Traffic Manager and because of my knowledge of National Sales from my previous position, they gave me the job. (I fought very hard for it, using every argument and rationalization I could think of to convince my superiors that I was the best qualified for the job.) There I stayed for 2½ years, until the pressures and the neurotics began to get to me. So I began looking around the company for a different sort of position. What one must learn in the business world is to sell oneself. No matter what job you want (assuming that it is something you are capable of learning well) you must "tailor" your description of your previous work and educational experience in such a way that it's as if you are Cinderella and the position you are seeking is the glass slipper. And that's exactly what I did. Through the maze of the personnel department, I found out about an opening in the purchasing department as an office supplies buyer. I didn't know a darn thing about office supplies, much less professional purchasing, but I had toyed with the ideas of buying time for an ad agency, since I had worked so long and closely with the sales end of media time. By using the justification that if I were qualified to buy time, and the principles of buying are more or less universal (as with those of selling) then I was also qualified to buy office supplies. Apparently, so did the Director of Purchasing who offered me the job. And that brings me to the present. I've been buying, and doing a very effective job, too, for almost two years now. I've again reached the point where I'm contemplating moving a notch or two up the corporate ladder for the glory of greater challenges and more

bucks (what else is new?). Within the next few weeks I've got appointments to meet with some of the contacts I've made along the way to discuss the possible opportunities for me within their departments. And once again I'll be meeting a new challenge for whatever it is worth. We've all got choices to make everyday of our lives but it is up to us to see these choices as opportunities and to seize those that come along. Sometimes it is up to us to make the path toward these opportunities, and sometimes the choices we make are not always the greatest. But nothing is permanent unless we choose for it to be so. I cherish my liberal arts education and would do it the very same way if I had it to do over again, (only I'd study a heck of a lot more than I did the first time!)

3. Director of Operations, Health Service, Inc., Medical Indemnity of America, Inc., Chicago, Ill. P.H.M. (M 69): "Responsible for three departments of an insurance company which handle billing, enrollment, claims, inquiries, word processing, communications, purchasing, printing, etc."

I am a businessman, and I think that a broad general liberal arts background is an asset in the business world, but I do not think that being an English major was, in itself, significant. I obtained a Master's in English mostly for personal enjoyment and development, and even got two different companies to reimburse me for the tuition by convincing them of the carry-over into my management function. Because of this type of background, I find that I am the "expert" in resolving any question of wording, usage, grammar, etc. at our company, but most of what little I know about the mechanics of English is what I have been forced into learning independently. In college I do not recall receiving much good basic instruction in this area, and wish that I had. Unless one is going into a field directly related to English, I think the thrust of this survey is, or could be, self-serving. Formal education can be an apprenticeship via English majors who become English teachers, or it can be an exercise and discipline of the mind, and, infrequently, both. If a mental discipline in the sense of a training of the mind, then it seems that the same result can be obtained regardless of the major field of study. (The axiom of getting out of it what you put into it.) I feel fortunate that I was able to combine a hobby (reading) with a formal program of study, and occasionally, a direct application of this to my job. In summation, the main asset which I obtained from my

formal education in English was that I learned to think better.

4. Personnel Interviewer for hourly paid positions, American Thread Co., Willimantic, D.A.S. (F 76).

I find that I am most dependent upon communication skills because I am required to deal with many different people and situations on a daily basis. But I also utilize the organization of ideas, facts and other data with an eye for the relevant and the significant. Expression, logic and critical interpretation are equally important skills to utilize in the work environment. To put it simply, what is most important is the ability to think and then to put that thought into words – to communicate it effectively and succinctly. This, I feel, is the overriding purpose (or should be) of a Liberal Arts education – whatever the major field of study. But it is the case that the English curriculum provides best for this. The critical study of literature and the emphasis upon writing force the student to develop skills related to thought and expression, and these, I've found, are the best tools for anyone to be equipped with upon entering the working world.

5. Assistant Manager – Human Resources, Continental Can International Corporation, Stamford. V.E.I. (F 76): "Assistant administration of personnel department – employee benefits, salaries, communications and policies relating to interviewing."

Job requires acute sensitivity to people and the ability to communicate in a potentially explosive situation. Believe the exposure to literature provides that sensitivity and heightens my ability to recognize subtleties of character and expression. The process of "paper-writing" and "discussion" forced the issue of clean expression both verbal and written. English courses most helpful – 1. writing tutorial for the written skill (believe nothing has corrupted my writing ability more than 6 months reading business letters and memorandums). 2. Literature courses generally provide the less technical knowledge of analytical thinking, communication skills, sensitivity, organization of argument with facts. I feel very strongly that skills (not specific literature knowledge) learned as an English major contributed to my employment. However, I think I was in an unusual position in that I worked on a temporary basis without either myself or the company planning to hire me in my present position. When the position opened I was a known quantity and possessed the necessary skills for the job:

cleanness of expression, organization, sensitivity to people. Now, because I work in Personnel, see all the resumes, recruit at colleges, interview applicants, I know that the value of an English major is limited without further experience. I lucked into a spot (it's a Management Development Program as well) that will give me that experience. The skills related to my training in English are skills everyone should have whether in specific finance or manufacturing job, but in themselves I recognize that those skills are qualitative; not quantitative, and therefore not nearly as marketable as a more specific vocation. Yet, that quantitative stuff can be gained through experience on the job or further education.

6. Buyer, Aerospace Machine Parts, Pratt & Whitney, East Hartford. J.I.N. (M 70).

As I have somewhat expressed, being an English major does not open the door to a job such as mine — personal contact did that — but once in the job, the verbal skills I absorbed as an English major have helped me immeasurably. I majored in English in college because I enjoyed reading and could express my own ideas with relative ease. At the time, I was interested in ideas — not a job, but this same study of ideas helps me almost daily in dealing with people and paperwork.

7. District Manager, Danbury Times, Danbury, Ct., T.G.T. (M 76): "Dealing with newspaper boys and girls as well as their customers in circulation department."

Fortunately, there will always be those whose decision to major in English lies in a passion to express themselves and be impressed by those who already have. The economy was not the driving force behind William Faulkner and Walt Whitman; both would be working at McDonald's if they were alive today.

8. Assistant to Manager, Customer Service, Metallic Art Company, Danbury. K.H.L. (M 69).

I think an overall liberal arts education, but especially literature courses and other English courses, instill a sense of *confidence* in a person, strengthened by feeling "comfortable" with the English language, which is a great asset in dealing with all people.

9. Agent Supervisor, Connecticut Mutual Life, Hartford. D.L.D. (M 72): "recruiting, training and developing new agents, special agency projects."

The discipline of reading English assignments and then understanding their signi-

ficance has helped me much in my training functions and the communication of ideas to new agents.

10. Part-time Supervisor in University of Missouri Medical Center Cafeteria. M.K.K. (F 76): "supervising employees."

Of greatest value were all kinds of literature courses, from Chaucer to the Modern Short Story. These helped to mold my own character and give me a broader insight into the ways people react. I knew that any schooling in literature can only be a gain for the individual. No matter what field you finally decide to go into, your experience with other people's writings will have affected your understanding to some extent. Any job, however unskilled, will bring you in contact with people; and where else can you find people's natures so exposed as in a book or short story? With a primary base of literary knowledge a person can continue through his or her lifetime making constant personal improvements through reading, writing, and intelligent conversation. I would never consider my years as an English major as a waste, whether I decided to be a lawyer or a farmer.

11. Director of Record Services, The University of Connecticut Health Center, Farmington. R.M.H. (F 69): "Director of Medical Records — 3 subsections — 30 personnel."

I think poetry courses offer tremendous challenge. The requirement for cogent analysis and disciplined examination is as necessary as for the most rigorous course in physics. Also I found helpful short prose in which one must discover the "main idea" and synthesize it and any and all creative and applied writing courses.

12. Recreation Program Coordinator, Township of Franklin, Parks and Recreation Dept. R.M.M. (M 69): "Writing press releases, brochures and speaking in front of groups."

13. Program Coordinator, Retired Senior Volunteer Program, Windsor County, Vt. M.Z.S. (F 68): "Coordinates volunteers with agencies needing their services."

Most helpful were literature courses — while they were not particularly helpful in finding a job, I felt and feel strongly that my English background has contributed to my overall growth as an individual. I would certainly be an English major again. I believe that undergraduate school should be a time of learning many different kinds of ideas in a general way. It is then possible to pursue areas of interest as we experience different aspects of life. Most

likely not what you wanted to hear, but I feel I can always find a job. The one I have now is particularly rewarding — the intense pleasure I have in reading and analyzing literature is something I treasure.

14. Director, Real Estate Training Division, Golle & Holmes Corporation, Minneapolis, Minn. L.J.C. (M 70): "Develop a market for company in real estate industry. Have complete responsibility for marketing, product development, implementation of training programs to sales agents and managers in real estate industry."

English majors can get jobs — a wide spectrum of jobs — not because of courses like Chaucer, Milton, Linguistics, or writing essays on very esoteric subjects, but because of the skills required to successfully complete those courses. For example, writing simple, very clear sentences is essential in business; having a logical approach and solution to a problem is another. I write self-paced instructional material for sales and management personnel; my writing must be able to communicate, not impress. In retrospect, I have often felt the University taught me to write to impress, not communicate... (perhaps my prejudice only). My success to date is owed, in large part, to my experiences as an English major. Business cries out for the English major who can turn a morass of information into a short, clean, easily read "product." A good "writer" or "editor" really is needed and wanted.

15. Administrative Assistant of Personnel, Parke-Davis & Co. M.D.V. (F 76).

Writing courses of all natures help me to handle administrative reports quickly, accurately, and with impact. As an administrative assistant to both the center's manager and administrative service manager, I find I must rely heavily on both my verbal and writing skills. In the world of business, diplomacy, tact, and speed are essential. I therefore suggest that your writing courses in particular emphasize analytical thinking, clear expository prose, and observance of due dates. In other words, make those freshmen write until their pens run dry, and their typewriter ribbons disintegrate.

16. Program Developer, Windham Area Community Action Program, Inc., Danielson. J.L.W. (M): "Administrative position includes grant writing, staff training, development of poverty programs."

I have never regretted my major in Eng-

lish. However, it is important to note that I also concentrated on independent projects and fieldwork while enrolled in the Inner College Program. It was this experience which has had the greatest direct impact on my employment.

17. Administrative Assistant, I.M.S., The University of Connecticut, Storrs. J.L.G. (F 74): "Departmental Records, Purchasing Liaison."

My business experience (jobs ranging from Journalism — editing, writing, etc. — to bookkeeping over a 10 year time span) has convinced me that the essential talent is the ability to think on one's feet. This attribute takes one a lot further; it is broad enough — is an excellent vehicle for learning to think. I emphasize breadth, because taking courses one does not ordinarily incline to (pardon my syntax, but I'm writing as it comes to me) encourages discipline and greases the mental gears. I also found that a smattering of history and philosophy increased my ability to understand literature. I know the department shies away from required courses, but I wonder if their time has not returned.

18. Policy Rater/Administrative Assistant, General Reinsurance Corp. E.C.B. (F 74): "Assistant to underwriters in property department and office manager."

My training in English gave me the ability to synthesize information gathered from research into a clear concise picture and present that picture in a logical, meaningful way. I took mainly period courses in Literature, (Shakespeare, Chaucer, Milton.) While none of the specific knowledge I acquired is helpful now, I feel the background I acquired in research and analysis needed for those courses will always be a great help to me.

19. Business Service Office, Supervisor Fiscal Control, U-Conn. Health Center, Farmington. S.J.N. (F 69).

20. Operations Staff, Teradyne Inc., Boston MA. J.G.O. (F 69): "I do long-range planning and short-term projects, and trouble-shooting in manufacturing environment."

21. Advertising Production Manager, D. M. Read Co., Trumbull. R.R.C. (M 70).

Would not have gotten the job that led to present position were I other than English major.

22. Administrative Assistant to General Manager, Holiday Inns Inc., Hartford. P.J.L. (F 75).

23. Administrator-Supervisor of Units for Agents' Fringe Benefits, Licenses and Contracts in Marketing Department, Aetna Life & Casualty, Hartford. B.C.W. (F 71).
24. Assistant Supervisor of Accounts Receivable, Stolt-Nielsen Inc. Greenwich. F.J.I. (M 76).
25. Public Relations Representative, Hamilton Standard Division United Technologies, Windsor Locks. D.S.M. (F).
26. Employment Representative, Data Terminal Systems Inc., Maynard, MA. S.L.L. (F 72).
27. Administrative and Executive Secretary/Office Manager, Northwestern Mutual Life Insurance Co., Glastonbury. J.E.D. (F 72).
28. Personnel Advisor, Industrial Relations Specialist, Pratt & Whitney Aircraft, West Palm Beach, Fla. R.J.A. (M 69).
29. Assistant Pro Shop Manager, Misamar Gold Course, San Diego, Ca. B.M.S. (M 71).
30. Executive Management Trainee, Sears, Roebuck & Co., Orange. J.C.P. (F).
31. Manager Inventory Planning, Xerox Education Publications. R.V.S. (M 69).
32. Department Manager, Lord & Taylor, Stamford. S.L.T. (F 75). "I am responsible for the functioning of eight clothing departments."
33. Assistant Office Manager, Publishers' Design & Production Services. M.D.M. (F 73).
34. Corporate Meeting Planner and Recognition Program Coordinator, Service Bureau Co., (division of Control Data Corp.), Greenwich. J.E.B. (F 70).
35. Market Coordinator/Promotion, M.C.A. Inc., Boston, Ma. J.L.B. (F 68).
36. Manager, furniture department, Toy Chest, West Hartford. J.M.A. (M 75).
37. Sales Manager, Mutual of New York, Providence, R.I. D.H. (M 68). "Recruit, train and develop a sales force."
38. Executive Assistant, Production Control, Cinnamon Associates Inc., Brookline, Ma.
39. Department Manager, G. Fox, Waterbury. F.C. (M 75).
40. Assistant Manager/Personnel Supervisor, S&S Arts & Crafts, Colchester. C.F.C. (M 74).
41. Legal Secretary, Rudy, Rapoport, & White, San Francisco, Calif. C.F.M. (F 72).

42. Collection Manager, First Stamford Bank & Trust Co., Stamford. E.L.H. (M 73).
43. Office Manager, Bookkeeping, Staff Supervision, Atlantic Trophies & Sportswear LTD., Halifax, Canada. D.W.W. (F 70).
44. Manager of Customer Services, Berlin Savings Bank, Kensington, CT. R.F.G. (M 74).
45. Administrative Assistant/Analyst Trainee, Quantitative Analysis Service, Department of Wertheim & Co., New York, N.Y. K.W. (F 74):

When I was hired in November 1974 (at which time the job market for college grads was not very optimistic), my position was secretarial/administrative in nature. I was fortunate, however, in that my employers believe strongly in advancing many of their employees to more challenging positions. Consequently, my duties have changed to a great extent in a little over two years. I am being trained within my department to learn the technical work used for forecasting prices, and I am beginning to have direct contact with some of our clients regarding our thoughts on the market, stocks, etc. I am also being asked to market our service, and the oral presentations which I mentioned in the questionnaire are keys in this area. My employers also think that an M.B.A. would be most helpful in broadening my background, and at this time I am seriously considering enrolling in an M.B.A. program in the evenings.

46. Loan Department Manager & Assistant Treasurer, C.E.A. (M): "Loan officer and department administrator for operations, Westport Bank & Trust, Westport, CT."

As I said, I value the degree. Direct links to a field such as banking aren't apparent readily. My work in the M.B.A. program was easier for the skills I derived as an English major. I think reports I develop and write are better for those skills.

47. Account Executive, Wilson, Haight, & Welch. T.P.R. (F 74).
48. Area Supervisor (in Charge of Five Stores), McDonald's Corp., Westwood, Mass. J.C.B. (M 70).

I strongly feel that my communicative skills are essential to my performance as a supervisor of 15 management people and over 200 crew people. An English background, although not necessary in the development of these skills, is helpful in the refinement of them.

49. President, NRDA Inc. (Management Consulting Firm). A.B.Z. (M 68).

50. Account Executive/Commodity Trader, Merrill Lynch, New York, N.Y. W.A.M. (M 73).
51. Production Control Expeditor, Waterbury Farrel, Cheshire, Ct., D.A.P. (M 72).
52. Systems Assistant, Travelers Insurance Co., Hartford. M.P.H. (M 74).

I enjoyed nearly every course I took at UConn. Many new worlds were opened to me — many more than I will ever be able to explore as fully as I wish. The discoveries that excited me most (William Blake, Samuel Johnson, Alexander Pope, John Milton, Geoffrey Chaucer, and others) — and my old friend William Shakespeare — came from the field of English. I chose the field as a major because it was the one that interested me the most. I had no idea in the world what I would do with it except enjoy it.

Even though I found it necessary to get further specialized education in order to find a job, I don't regret having chosen English as a major. A business major might have been a benefit in getting my first job — which I might or might not have liked — but the benefits of majoring in that which truly interested me will be with me for the rest of my life.

53. Associate Underwriter, Evaluation of Life Insurance Applications, Connecticut Mutual Life Insurance Co., Hartford. E.P.S. (F 72).
54. Purchasing Manager, Millipore Corporation, Jaffrey, New Hampshire, M.P.S. (M 74): "Responsible for procurement of all manufacturing raw materials."

Written and oral communication skills extremely important in negotiating contracts, etc. Personnel recruiters impressed with "broad background."

This particular company not looking for "tunnel vision" type specialists. Ability to think, communicate, and develop structured interpretation of great utility."

55. Executive Trainee, Bloomingdale's, New York, N.Y. S.T.G. (F 75).

BUSINESS ADMINISTRATION: ELECTIVES RECOMMENDED BY GRADUATES. Asterisk indicates frequent mention.

- *Psychology
- *Sociology
- *Speech
- *Journalism
- Art-Design & Layout
- Broadcasting
- *Business Courses
- *Management

- Finance
- *Accounting
- Statistics
- *Business Administration
- Marketing
- Advertising
- Contract Law
- Business Law
- Typing
- Bookkeeping
- Personnel Management
- Industrial Management
- Data Processing
- Computer Programming

*WORK EXPERIENCE — PART TIME OR FULL TIME

II. GOVERNMENT

1. Director of Community Services: Massachusetts Association for the Blind, Brookline, MA. F.A.W. (F 68): "Statewide services to blind people — volunteer administration, budgeting, community resources."

My answer to "English majors don't get jobs" would be "not true" — with a few qualifying words...I capitalized on other skills (volunteer background and proven success as President of Gamma Sigma Sigma which then had a membership of more than 100) but my English major provided certain skills that contributed to successful accomplishment of my job. I have no regrets for that choice. In fact, should I ever go back to school for a master's degree, I would choose English — for fun; for practicality, Business Administration!!

2. Claims Representative Trainee, Social Security Administration. M.F.T. (M 76).
3. Alcoholism Counselor, V.A. Alcohol Program, V.A. Hospital, West Haven. R.E.W. (F 69): "Primarily responsible for written records, reports, verbal reports, etc. of patients, plus counseling."

You can probably tell, but I was very bitter coming out of college trying to get a job. I was lucky and worked my way up through experience. Universities don't teach you how to think and that's unfortunate — they teach you how to get grades and how to guess on a multiple choice exam and the teachers impress you

and you try to impress them. It's too bad but the luxury of 4 years "off" studying does not prepare you for a job or life or people. Don't focus on how to win students for the English Dept.; focus on reality.

4. **Liquor Control Inspector**, State of Connecticut. S.F.H. (M 72).
5. **Executive Director**, Marin Association for Retarded Citizens, San Rafael, CA. B.C.C. (M 69): "Administrative Head of Agency serving mentally retarded persons."
6. **Associate Producer**, Strasonburgh Planetarium of the Rochester Museum and Science Center, Rochester, NY. F.C.B. (M 71): "Responsible for production & presentation of school, pre-school & public planetarium shows."

GOVERNMENT: RECOMMENDED ELECTIVES

*Psychology
*Sociology
Astronomy

Volunteer Work

III. SCHOOL (13)

1. **Assistant Dean**, School of Business Administration, The University of Connecticut, Storrs. A.L.H. (F 70): "Administrator, advisor, coordinator of programs, etc."

I think that my "training" in English was most beneficial; it taught me to get to the root of an idea or problem and to organize a solution or interpretation. The "solution" had to be both precise and concise, and it had to be presented in an acceptable manner.

Those types of skills are necessary for all administrative positions, and students can apply that training to other vocational areas. I find that I have learned to think through a problem and outline a good organizational approach to a possible solution.

In addition, the diverse reading required of an English major acquaints one with all types of human problems. If one encounters these problems in his vocational setting, he is able to understand and, perhaps, to cope with human foibles because of his literary encounters.

2. **Veteran's Director**, Chaparral Career College, Tucson, Arizona. T.B.A. (M 70): "Counseling,

Admissions, Administrative stuff."

I agree with the statement, "Many of our graduates do find jobs calling for the skills learned by English majors..." No question about it. Communication is crucial no matter what one does, and generally, English majors communicate better than most. However, the sad reality is that prospective employers do not go bananas over English majors. If a student's approach to a college education is specifically to prepare for employment, I would not recommend majoring in English. If he/she wants a good education, majoring in English is a great way to go. Majoring in English is an excellent way to prepare for graduate school — no matter what field.

3. **Assistant to Assistant Director of Housing**, Eastern Connecticut State College, Willimantic. J.E.B. (F 76):

I am very pleased with my decision to get a BA in English because it gave me the freedom to follow things I wanted to pursue. Every class I've participated in had something unique — a different perspective — any class that dealt with writing or communicating verbally was probably the most helpful to me. The most important skill the English Dept. could give any student is the ease and confidence to communicate — because if you can communicate you can get any job.

4. **Resident Counselor**, Worcester State College, Worcester, MA. G.F.E. (F 71): "Responsible for administration programming and counseling of 482 undergraduates, apartment style dorm."

5. **Counselor for High School Students** (Human Relations), Monroe Builds Communication, Monroe, CT. P.F.C. (M 72).

6. **Assistant to Director**, Academic Development Resource Center, Bowling Green State University, Bowling Green, Ohio. B.I.K. (M 69): "Develop bibliographies, proofreading, development of computer systems and programs, supervise employees."

I have also found that a degree in English from UConn, even on the BA level, is respected.

7. **Assistant Dean for Residential Life/Area Coordinator**, Rider College, Lawrenceville, NJ. C.J.P. (F 75).

8. **Assistant to Director of Graduate Admissions**, The University of Connecticut, Storrs. M.B.B. (F 74).

9. **University Educational Assistant**, Torrington Campus, The University of Connecticut, Tor-

ington. S.M.D. (F 69): Office and Personnel Manager, Public Relations.

10. Administrative Aide, Graduate School, The University of Connecticut, Storrs. M.G.L. (F 71).

11. Academic Counselor - Student personnel, Emerson College, Boston, MA. S.J.W. (F 74): I am still convinced that English is an excellent major for preparation into several fields. Not only does it prepare one well for specialties of all sorts (i.e. law, politics, etc.), English also teaches one to reason and synthesize information.

12. Director of Student Affairs, Ethel Walker School, Simsbury. B.W.D. (F 74): "In charge of discipline, all student activities, scheduling of all campus events, dormitories, houseparents, Senate and Judiciary Committees and school clubs."

I find that my training in English has helped me to organize my thoughts in my head and on paper. But most importantly, it has helped me to think rationally and perceptively as I deal with people and problems.

13. Public Affairs Assistant, Office of Public Affairs, University of California at Santa Cruz. L.J.R. (F 74): "Media (radio/TV) correspondence and relations; press news releases."

The entire discipline of the English language itself, was a fundamental assistance - not only in *acquiring* my job, but in effectively living the sometime chore of Living. That's If You Ask Me.

SCHOOL ADMINISTRATION: RECOMMENDED ELECTIVES:

*Education Administration
Student Personnel
Counseling
Guidance
*Psychology
Mathematics
History
Stress Reduction
Grievance Prevention and Handling
Self-Defense
Speed Reading

BUSINESS

I. STOCKBROKERS (5)

1. Stockbroker, Merrill, Lynch, Pierce, Fenner & Smith. A.S.K. (M 72)

English was helpful in so far as the ability to communicate was helpful. I enjoyed the courses immensely; even though the topics were not pertinent to my career, they enabled me to be well rounded.

2. Account Executive, Merrill, Lynch Inc., Stamford. K.M.T. (M 74): "Investment counseling, selling stocks and bonds."

My B.A. in English together with parttime studies in business (M.B.A. candidate, parttime evenings) and my track record as a salesman has made me a reasonably good job candidate. The English degree simply tells an employer that you are well-rounded.

Employers look for college grads that at least have a foundation in the basic procedures of the business world.

3. Brokerage Assistant, Paine, Webber, Jackson & Curtis, Boston, MA. S.M.W. (F 68): "In charge of prospecting for 2 brokers, writing proposals, computer work, special projects, customer service."

English was not the major factor, but helpful in getting my job - my work background was also a factor.

4. Stockbroker, E.F. Hutton, NYC. J.D.E. (F 72): "Buying and selling."

5. Business Analyst, Dun & Bradstreet, Inc., W. Hartford. A.P.B. (F 75): "I write credit reports on Hartford area businesses."

Although English was a thoroughly enjoyable major, I might have studied economics and accounting which would help me now. Since most jobs are found in business, I would recommend that English majors minor in business, beefing up their program with the above, plus marketing courses.

STOCKBROKERS: RECOMMENDED ELECTIVES:

*Business Courses
Psychology
*Economics
*Accounting
Sociology

II. SALES (19)

1. Insurance Salesman (self-employed) J.C.H. (M 74).

When I first started at UConn in 1966, there was a serious shortage of qualified English teachers in Connecticut. Within only three years, this shortage became a surplus.

I would advise younger students to bear in mind that as a foundation for further studies, English excels in preparing the student with a desired, well-rounded background, suitable for adaptation into almost any occupational category. By itself, as a goal, however, frequently it is not specific enough for many jobs. I believe, though, that the English major can adapt himself more readily to his situation than someone with a focus education, such as chemistry, biology, math, or engineering.

2. **Special Risks Underwriter, Continental Insurance Companies, New York, NY, D.T.L. (M 76):** "Profitable selection of premiums over \$100,000 per year."

Written and verbal communication are essentials in my job.

The capacity to analyze situations, people, and statistics are all equally important, and were developed as an English major by constant analysis of patterns, trends, restatement of motifs, themes, etc. Consequently, I am now able to distill a situation or (although it sounds horrible) a person down to a few extremely important points, providing me with a solid base with which to enter into negotiations.

Expository writing, the Modern Novel, the British Novel and the Short Story have been the most helpful. They together taught me analysis and expression of the ideas gleaned from that analysis.

3. **Group Field Representative for Travelers Insurance Co., M.L. (F 75):** "I service and sell group insurance benefits to employers for their employees. The actual sale is generally made by the insurance agent. I help her/him prepare the presentation."

I believe that my ability to express myself was my principal asset in my job interviews, an ability that was thoroughly exercised in my class discussions and writing assignments as an English major.

I would suggest that a liberal arts student who is contemplating a business career consider taking a few courses that involve debating and public speaking. My job requires quick thinking and I regret that I am not better prepared to think on my feet. The ability to defend one's position is invaluable; one must be able to do this with relative ease. I would say that any course in which the student has the opportunity to present and defend his or her ideas would prove helpful in any job. For business purposes, lecture courses are not particularly useful. The more self-assertiveness and self-confidence a student can gain in college, the easier the transition to the working world will be.

4. **Computer Systems Sales Representative for Wang Laboratories, Inc., R.A.G. (M 70):**

Poetry was an important course because it emphasized analytical skills teaching you "to think."

In order to play the "paper game" that many employers seek, especially in today's job market, combined liberal arts/business major should come about. For example, a degree in English, Psychology, Sociology/Marketing or Business Administration would be very helpful and realistic, especially since so much of business is related to the Behavioral Sciences.

5. **Sales-Accountant Representative for Magnegraphics, C.M.G. (F 69):** "Microfilm from computer output."

I think English departments do a great disservice to their students — they prepare them for nothing. Of course, I love English and English majors and if ever I become an employer, I'll give an English major a job. But what a way to get a job. Certainly, English majors are intelligent and able people and they will succeed and fail as others do. But theirs is a long hard road. Ultimately and primarily they have to rely on their individuality, personality, ambition, ability to change, adapt and learn. The fact that they are English majors is secondary.

Perhaps it is evident to some people that English majors can become assistant editors, proofreaders, researchers, buyers, etc. But a lot of us who attended UConn are from low income families. We have no role models to follow, no aunts, uncles or even friends who are professors, editorial assistants, writers, etc. Before an English major can become an editor or proofreader, etc. — he has to know that such a thing exists.

6. **Personal Lines Underwriter for Homeowners and Marine Insurance, Aetna Insurance Co., Southfield, Michigan, S.S.M. (F 70):**

English was helpful for my initial job out of UConn and this initial job served as a stepping stone to better jobs.

7. **Assistant Contract Underwriter, Group Contract for Travelers Insurance Co., Hartford, M.D.R. (M 75):**

8. **Corporate Sales Analyst for Connecticut General Life Insurance Company, Pension Sales and Employee Benefit, Portland, Maine, W.K.J. (M 69):**

9. **Outside Sales Representative for Kennedy Business Machines, Palo Alto, CA, L.E.M. (M 75):** Calculators, typewriters, dictation equipment and photocopiers.

10. Field Representative for C.E.T.A., New Brunswick, NJ. S.A.A. (M 68).

11. Salesman, Burke Realty, Storrs. T.P.L. (M 70): Sell houses.

12. Sales Representative for wholesale bicycle company. S.K.S. (M 76).

I feel my background in English was a definite asset in this line of work, especially in trying to communicate to new customers.

13. Fourth Key - A Semi-Managerial Position in Retail Sales, Dress Barn, Groton, M.Y.L. (F 75).

14. Cigarette Salesman for American Tobacco Co., New York, NY. M.K.M. (M 75).

I credit my communication ability mostly to my college training. All of them - every course helped.

Salesman for Keebler, Co., Framingham, MA. M.L.R. (M 74).

16. Auto Parts Countersalesman and Driver, Jeffco Auto Supply, Lakewood, CO. M.J.G. (M 75).

17. Men's Suit Salesman, G. Fox & Co., Meriden. D.C.M. (M 72).

SALES:

RECOMMENDED ELECTIVES

*Accounting
*Math
Finance
Economics
Logic
Sociology
Anthropology
*Speech
Theater
*Psychology
Communications

III. Computers (4)

1. Branch Control Manager, Xerox Corporation, K.L.S. (F 69): In charge of computer operations, financial and business forecasting, inventory control, and delivery. Also, commission adjustment.

I don't know what major would have been more helpful than an English major, since all training needed was given by Xerox.

2. Computer Operator for National Fire Protection Association. A.H.P. (M 76).

In spite of the relatively dismal outlook for English grads, or liberal arts grads in general, I feel that such an education may have its justification later in career life.

Generalists make good leaders because of the breadth of their academic vision. (One of the paradoxes of today's job market is that generalists are desirable as leaders, but hiring firms will only take on specialists.) English grads make good leaders because of their polished written and verbal communication skills. In fact, I saw one set of statistics which placed superior English skills just behind being born into a business and marrying the boss' daughter as an indicator of career achievement. The problem then, is to get a toehold in the working world. Adaptability and compromise are essential. I feel that an English major who also cultivates his or her abilities in other, presently more marketable areas, stands a good chance of finding a good job.

3. Senior Systems Programmer/Analyst, Financial Information Systems for Pratt & Whitney. V.S.R. (F 71).

The most useful English skills are basic writing skills which are used in preparing reports and documentation.

4. Systems Analyst, Designs Computerized Software Applications for Aetna Life. J.A.S. (F 68).

Since I design systems which others create, the clear presentation of facts and logical processes is most important.

COMPUTER-RELATED FIELDS:

RECOMMENDED ELECTIVES:

Psychology
Speech
*Math
*Science
Computer Science
*Logic
Sociology
Electrical Engineering

IV. Secretarial (16) and Clerical (20).

1. Secretary/bookkeeper, ABC Music Center, Los Angeles. L.M.G. (F 69).

English courses which taught me to think helped most.

It was very disappointing to graduate college with a big dream and have the hard face of reality - "no working experience - how fast can you type? - Do you take shorthand?" defeat you. No one would employ me. I was trying to enter Advertising/P.R. when I was finally offered a job. It was solely because the Director of the Advertising Dept. had it in mind to run a training program rather

than use experienced individuals, which everyone else wanted. Once employed, my English writing skills were very valuable writing advertising copy. While there I became office manager of the department and thereby learned managing skills.

Point being, I am still pleased I majored in English but as far as getting a job, it hasn't helped at all. A B.A. in English is worth zero in the working world. Experience is what they want and college English doesn't give you that. Once employed, it can help you to keep the job and do well in it, but it never got me employed.

2. Clerk/typist, Nuclear Publications Dept., Groton, CT. J.E.B. (F 75).

My supervisor hired me with the hopes that I would enter the field of technical writing. In the meantime, he hoped I would be able to assist some of the writers with their writing.

I've been asked to submit an application for a technical writing job in my department but I declined. I took the job as secretary for this writing group because I wanted to have some insight into technical writing before I became involved in it myself. I've found the work highly technical and dry. I plan to try for a job in some publishing house or in some field other than this type of writing.

3. Secretary to Program Director, Health Systems Agency, Waterbury. P.C.F. (F 74).

This job is a stop-gap. I am still struggling to get my own fiction published. But I needed \$ now. Unfortunately, job and family leave little time to write.

4. Medical Secretary, Hartford. S.J.D. (F 76):
Useful skills: being exposed to many different life styles and value systems through literature.

5. Secretary and Import/Export Assistant, Mitsui & Co., Chicago. P.H.S.M. (F 74).

My Japanese employers thought my English background would prove useful.

As a secretary for a Japanese employer, I am engaged in many different aspects of business-purchasing, accounting, and in the main traffic. My English background has certainly been helpful. At the same time, I wish I had had more training in some of the practical aspects of business. I think a course should be devised for business English, or English in its practical applications.

My position is mainly concerned with traffic, including basic math, basic geography, and research for new products. I

check and revise the Japanese salesmen's letters, which are generally directed at American business.

6. Secretary, Specifications Dept., Fletcher-Thompson, Inc., Bridgeport. I.C.S. (F 75).

English majors should be required to take courses in Journalism, Speech, Advertising or some related field in order to obtain positions once they graduate. Lack of such a background prevented me from obtaining a job in a communications type of "industry."

7. Secretary/Receptionist, Community Center, Providence. S.L.S. (F 74).

I was no more fit to encounter the world than a two-year old to cross a street. Once the degree's in hand, the graduate will rarely be given an opportunity to "express" himself.

8. Administrative Secretary, United Negro College Fund, Inc. G.M.G. (F).

I am able to express myself on paper when I have the opportunity.

9. Secretary, Goshen, CT. L.K.L.P. (F 75).

The poetry course I took was quite helpful in analysis and creative writing. I've lost my "fear of the blank page" and can express my ideas easily and clearly.

1. Teller for Putnam Trust Co., Greenwich. E.M.D. (F 76).

My training in English, plus Dramatic Arts gave me the confidence to express myself in private and conduct myself in public... My "superiors" thought Tennessee Williams sang country music.

2. Account Clerk II for town of North Kingston, RI: Pre-audit (accounts payable). "My job includes: getting all bills ready to be paid, a limited amount of bookkeeping and record keeping; serve as an assistant cashier."

I was able to organize my credentials and present them to my prospective employers with coherence and confidence.

English is a fantastic base upon which to build a career! People who can organize thoughts, and express them well, are appreciated in the business world. For example, being able to write persuasive letters is extremely important in any business situation. These are the people who will be offered the promotions in the long run.

3. Accounts Payable Clerk for University of Mass. B.C.A. (F 74).

The ability to write clearly and accurately is valuable. Since the people I work with know I am an English major they usually ask me if they have any questions concerning spelling, sentence structure, etc. when composing business letters or writing reports, and I have found these same skills helpful in writing business letters myself.

I have unfortunately, also found that English majors, as such, don't get jobs. However, I am beginning to believe in the original idea of a college graduate as a well-rounded intellectual with a broad liberal arts background who then can go out into the job market not with one specific employment skill, but rather the capability to learn rapidly whatever new skills might be needed and to acquire and assimilate the necessary knowledge to go with them. English is, for all the reasons outlined above, among others, an especially good place to do all of this.

4. Mutuel Clerk for Plainfield Greyhound Park. A.R. (M 76).

5. Accounts Payable and Payroll/Assistant to Manager for Greenwich Hospital Association S.C. (F 75).

I felt my English major was important not because it opened doors, but because no doors were closed to me. I had very great latitude in choosing a place. My degree is respected without it limiting me.

6. Supervisor of Billing Department for Unित्रon Instruments, Inc., Garden City, NY. A.E.C. (F 76): Handle billing and accounts receivable.

7. File Clerk for Jewett City Trust Co., Jewett City, CT. K.B.F. (F 75).

8. Office Clerk for Marine Management Systems, Inc., Stamford, CT. D.L.G. (F 76).

9. Registrar for Marketing Training for Data General Corp., Southboro, MA. L.W.S. (F 72).

10. Production Inspection for Timex Corp., Middlebury, CT. C.M.M. (F 74).

11. Cashier for Commission on Special Revenue, State of Connecticut. L.S.P. (M 69).

12. Coder, Yale University, L.B.K. (F 72): "Code and Classify oncology patients."

13. Pasteup Artist for News Publishing, Stratford, CT., C.J.H. (F 74): "Put together ads for Spanish newspaper."

14. Field Representative for State of Connecticut, Department of Community Affairs, Hartford, CT., V.A.F. (M 68).

15. Trainee in Government Health Insurance Study, family unit tracking service, Glenn Slaughter & Associates, Oakland, CA., J.H.V. (F 76).

16. Student Loan Processing & Servicing for Central Bank for Savings, Meriden, CT., V.L.A. (F 74).

17. Order Processor, Roll Form Products, Boston, MA., A.F.G. (F 75).

GRADUATE SCHOOL (22)

The replies in this category are from people in graduate school now. Presumably these students will look for work in their graduate fields, among which are English, French, African Languages, Comparative Literature, Computer Programming, Nutritional Biochemistry, Plant Science, Business Administration, Public Administration, Educational Psychology Special Education, Counseling, and Paralegal.

Candidate for M.B.A., Northeastern, Boston, MA. J.B.P. (F 76).

I was accepted primarily because of my liberal arts background, since Northeastern wishes to graduate well-rounded students into the business world.

LABOR (23)

Few people in this category feel they are using English skills in their work, but some replies are worth quoting. The jobs held by this group are baker, bartender (four, all female), security guard (two, male), shipper, extruder, projectionist, landscaper, cable inspector, control monitor, toll collector, farmer, bus driver, ice cream man, mailhandler, carpenter, part-time housecleaner, chauffeur.

1. Bartender, Brooklyn, CT. C.A.L. (F 74).

There are absolutely *no job prospects* for me. My education was an expensive frivolity, which is still costing me while I earn \$2.50 an hour. I'd never advise this field.

2. Extruder operator, The Rockbestos Co., New Haven, P.M. (M).

At least I learned to print clearly on my time card so that Payroll doesn't bollux up my check.

3. Bartender, Grand Teton Lodge, Moran, Wyoming. K.T.H. (F 74)

I tried a job in NY City — proofreading for the American Society of Civil Engineers., but found the work monotonous. I was fresh out of college — and made the wrong job choice. I left Connecticut and wound up in, of all places, Jackson, Wy., a resort town. I'm happy here, and have no immediate plans for leaving. I read a great deal, keep up with contemporary literature, and review the classics. I am a bartender, true, but I have never regretted it. As long as I keep my mind alive to new people and ideas, I will never feel what I do is a waste. I do, however, have a plaque over my bar that says, "For this I went to four years of college?"

4. Toll collector, State of Connecticut, Montville. C.L.C. (F 76).

It may seem trivial to elaborate on nonrelated job aspects of my English training, but I strongly feel that I work to earn a living and what I do with my leisure time is most important to my personal development. Why not polish the growth of living?

I think it is foolish to expect to do immediately that which takes time, learning and practice to achieve. I think you should try to convey this message to students in the Humanities. Some must ply the trades, some teach, some write, but everyone must be what they are. Time and investigation will eventually pay off in the job market, but patience is the hardest virtue to learn.

The University is just a beginning in a lifetime of working and learning and what's to be expected of a beginning is that it lead you elsewhere.

5. Ice Cream Man, K & H Ice Cream, Providence. C.R.B. (M 76).

The skills developed in English are required in virtually any job in any field. Therefore, I would advise you to stress the fundamental skills — reading, writing, critical thinking, etc. — that students acquire in English classes, skills that form the foundation of the students' future development, professionally and as an individual. Today's average student is far too worried about the economic environment to major in a field that does not guarantee a cash return upon graduation. Education for the sake of education seems to be considered a luxurious indulgence by many of my peers. Perhaps they are correct. I regret that you are put in the position of having to sell the

English curriculum. How can you justify the study of literature in terms of dollars and cents? The payoff is personal, but it can be very fulfilling and help to clarify one's own position in the world.

By the way, I shall be returning to the University in the Fall in order to get certified to teach. The line is already around the block, two or three times...

6. Bartender, Jesse's Restaurant, Hanover, NH. K.E.E. (F).

I paid for my education at UConn and I never thought of it as an investment that would yield direct financial results. Any degree in the humanities is valuable for what it gives you as a person. I think English especially gives a person an expanded outlook on life. Also the reading habits which he develops are something that one can continue to use throughout one's life. My undergraduate degree in English was really just a beginning of my "studies," I'll probably continue to read and "study" for the rest of my life. It's a source of enjoyment, enlightenment and relaxation.

Perhaps some people would consider this a real luxury to be able to look at a college education in this way, but I think too many people, especially at UConn, have lost sight of education for its own sake or indeed any kind of liberal education. Even the people who created this questionnaire have that orientation — How has your English degree paid off? \$\$\$!! Nonsense! My education has helped me and that's the most important thing there is.

7. Chauffeur, Drive Your Car Service, Westport. W.H.B. (M 75).

I am presently awaiting replies from law schools (where my English background will help immensely)...The ability to communicate is an invaluable asset which one has for life. It may not pay off immediately but will in the long haul.

LAW (22) and MEDICINE (3)

1. Lawyer, Morgan, Moukawsher & Willets, New London. D.L.H. (M 72).

Ability to read and write are valuable in many fields and exposure to the humanistic perspective which pervades literature is, to my mind, invaluable and important if those of us who do succeed and find ourselves influencing lives and events are to act with wisdom and consideration.

2. Lawyer, Streich, Lang, Weeks, Cardon & French, Phoenix, AZ. J.M.F. (F 74).

I can honestly say that my English related skills: reading comprehension, and clear, concise writings have been a help to my success in law school. As most of my fellow law students have observed, mere knowledge of the law is not enough. The advocate must be able to take this knowledge, apply it to a particular factual situation and provide clear and cogent analysis of the applicable law. Similarly, oral skills are emphasized in law school. As a first year student, I had to research and write an appellate court brief and then orally argue it before a panel of judges. Since then, I have written 3 legal articles which have been published by the Notre Dame Law Review. Of course, the ability to write a good law school exam necessitates a good solid English background — not only for writing style, organization and content, but also grammar and other fundamentals. It is sad to see how many college graduates lack these basic skills. I believe my extensive training in English helped sharpen the skills mentioned previously and has contributed substantially to my achievements in law school. No matter what his practice, a lawyer will always have to be able to express himself clearly and effectively in order to perform the demands of his job.

I am very grateful to the UConn English Dept. for strengthening those skills which have aided me in my pursuit of a legal career.

3. Attorney, Stremmler, Larsen and St. John, Meriden, J.L.E. (M 68).

I have been asked many times my opinion as to the best undergraduate preparation for law school and for being an attorney. Without doubt, the best pre-law background is provided by majoring in English.

An English Major is constantly engaged in applying standards to works of literature and giving either a written or verbal opinion. Law students and lawyers perform the identical intellectual exercise using legal standards and factual situations.

Many friends in business positions have stated to me that without the skills learned as English majors, they would be unable to perform their work.

4. Legal Assistant, Probate Court, New Britain, CT. H.B.K. (F 76).

Completed graduate program with certificate as legal assistant at Adelphi University. Writing clearly, expressing myself and

interpreting the material written by others as best I can has helped me in writing up briefs and memoranda.

5. Law student, University of Toledo. S.T.G. (F 75): "In third year."

Despite the work and the constant law talk, I have as much enthusiasm for literature as I always did. I still care about reading and still hope to write some day. I've seen what's happened to my fellow classmates and it's frightening. Many are practically illiterate and those that aren't have been unable to make time for anything but reading "the law." I wonder if I will end up seeking my Masters in English after practicing law 10 or 15 years.

6. Proofreader/Law Clerk, Nutter, McClennen & Fish, Boston, MA. J.J.C. (M).

As a law student currently graduating in 1978, I would heartily endorse "English" for anyone considering the pursuit of a career in Law. I would hasten to expand that for any person considering professional school.

Lawyers: Recommended Electives

See Appendix A — Law School

1. Resident — Internal Medicine, Medical College of Pennsylvania, Philadelphia, PA. L.B.G. (F 69).

2. Medical Intern, Mt. Auburn Hospital, Cambridge, MA. A.L.S. (F 69).

During interviews for medical school, many interviewers were pleased with my background, i.e., that humanities and science were not exclusive of each other. I've also felt my training has been helpful in writing case histories, most important in speaking, explaining and listening to patients — 50% of medicine as I now see it.

3. Third Year Medical Student, Boston University School of Medicine, Boston, MA. M.M.L. (M 75).

Medical Doctors: Recommended Electives

See Medical School Appendix A

LIBRARY WORK (14)

1. Public Services/Reference Librarian, Flagstaff, Arizona. J.V. (F 71).

I was an English major because it gave me a way to justify doing what I enjoyed doing — reading and writing and discussing literature. And I did it without much thought as to the usefulness of the degree. Today, more so even than in 1971 when I graduated, it is necessary to go on to graduate school if one wants to make use of an undergraduate degree. A B.A. is more the means to an end than the end itself.

As far as being a useful degree for a librarian, English is probably one of the better useless degrees. This would be especially true in doing work in humanities reference, or some similar specialized field of librarianship, such as subject specialist/bibliographer in English literature. More and more now, these positions require an M.A. in English in addition to a library degree.

In a general reference position, I get as many questions in other disciplines — history, biology, political science, business — as those which relate to literature.

I realize this all sounds very negative. I would like to be able to say: Yes! My degree in English was the sole factor responsible for getting me this job and I use the skills and knowledge I acquired as an English major every day. I can say it served as a good base on which to build a career as a professional librarian. I found English personally rewarding as a field of study. Unless one is planning to teach or pursue a career in literature, an undergraduate degree in English will probably not be any more useful than a degree in history. Choose something you enjoy and major in it.

2. Children's Librarian, Public Library, Gainesville, FL. F.R.D. (F 75).

I work with children, patrons, puppet shows, do story telling. Prior to my work in the library, I worked as an editorial assistant to a publisher in Old Greenwich. There I edited scripts of literary works to be recorded, I wrote study guides, did ad layout work, some photography. My writing and literary skills were absolutely instrumental in getting the job and in my succeeding in the job. I am happy to have

majored in English; I would not have chosen any other field.

3. Young Adult Librarian, Simsbury Public Library. B.J.R. (F 72): "M.L.S. degree of primary importance."

You should be aware that to many new librarians, a B.A. in English can prolong their search for employment. This is particularly true if the academic or large public library would be their preference. These libraries require subject specialists from many fields; therefore, to be part of the majority is a distinct disadvantage.

It has been my experience and also that of many people I have known or met that academic record (unless a major specialty is required) has little impact on the prospective employer. What is usually important? 1) A professional or personal connection with someone already in the firm, and/or 2) a well organized and distinctive resume, leading to 3) the all-important interview. A superior academic record can be helpful if there are scores of applicants. But, the most astounding reality in the working world is the neglect of the employer in requesting academic records and references prior to hiring the new employee.

Perhaps you would be interested in what I wished I had gotten out of the program and did not.

- 1) research skills
- 2) preparation for resume writing, job interviewing, career possibilities (I think it's unrealistic to think that Career Services can handle thousands of students)
- 3) study of very contemporary novelists, etc.
- 4) smaller classes.

4. Senior Reference Librarian, Middlebury, VT. N.J.L.B. (F).

My ability to get my present and former library jobs was based on my MLS degree rather than my English degree. However, I have never regretted having a BA in English. I am constantly amazed by the writing level of many of my colleagues in the library field. While many of these people may also have English degrees, the majority of those of whom I am thinking have had BA degrees in another field. One potential employer with whom I interviewed told me that I was selected as a final candidate because I had written one

of the few intelligent, concise and interesting cover letters in support of my application. I was eventually offered the job. This was surprising to me until I became involved in recruiting myself and realized how poorly most applications, both cover letters and resumes, are written.

Basic verbal communication skills and written skills, which I clearly developed during my years at UConn, are used daily in my job. I should think that these skills would be important for most jobs.

5. Library Assistant II, Library for the Blind and Handicapped. P.R.K. (F 76).

Knowledge of authors and styles of writing that could suit patrons who are unable to select their own materials is essential to my work. I have never taken an English course and walked away feeling as if I learned nothing. I make vigorous use of my accumulated background everyday.

6. Reference Assistant, Groton Public Library. R.B.S. (F 76).

I feel that everything in a liberal education built around an English major is extremely useful in library, especially reference work.

MISCELLANEOUS PROFESSIONAL (22) SELF-EMPLOYED (20).

1. Accountant, Haskins & Sells, New Haven. L.J.K. (M 70): MBA, C.P.A. Advanced degrees.

People who are encouraged to major in English should do so with their eyes wide open and with the understanding that it is a potentially very satisfying experience that is useful as a background with which one can open doors to higher education courses of specialized training...such as business or law. Majoring in English can give you an education but it is very unlikely it will get you a job.

2. Engineering Specialist, Combustion Engineering, Windsor, CT. B.L.R. (F 73).

I analyze costs of nuclear fuel for proposals by the company using a CDC 7600 computer system. A person with a liberal arts degree, can get a job paying \$9,000 to \$9,800/year with large insurance companies in this area. An English major may not be "doing English," but opportunities

for using his/her English background will crop up once he/she is employed. Many companies post openings inside the company before they are advertised elsewhere. These may include: Editor/Ass't Editor of the House Organ — this position opens up infrequently, since people seem to hang on to these jobs; Public Relations — write speeches, pamphlets for customers, commercials, advertising; In-House Report or Manual Services — standardise reports written in other departments and revise administrative or procedures manuals; Technical Writer — usually requires some technical experience, a good reason for an English major to take a course in computing, accounting, economics, or whatever just to increase his/her exposure to other fields; Trainer — develop training programs to meet the needs of various departments, may include teaching small classes or writing booklets for self-instruction.

These jobs will be specialized in large companies. Small companies will have one person to handle many of them at once (and that person usually has been there for 15 years and won't retire for another 15).

3. Rifle Platoon Commander, U.S. Marine Corps, North Carolina. J.E.P. (M 75).

Basically the liberal education gotten from the extensive variety of courses in English at UConn, in particular the discussion and debate aspects of those courses, are invaluable to an officer of Marines. I have met and discussed many characters in my journey through English courses. These characters are all mirrored in my experiences with Marines.

4. Communications Skills Instructor, Director of Audiovisual Department, Opportunities Industrialization Center of New London County. T.J.B. (M 74).

Being an English major was most important in my being hired. A liberal arts education is a true benefit. I value it greatly.

Since my graduation, I have had little, if any difficulty in securing employment. I held a very good position with a major business concern in Boston, MA, and I've been in my present position for over two years now.

Even though I now work for the most successful job-training program in our country's history, my education and experiences at UConn are constant helps in my work.

Sure, we teach people skills, but we also attempt to develop the individual. We're tired of witnessing high school graduates

with sixth-grade reading levels and the insufficient knowledge to construct simple sentences. Our program includes communication skills, which actually is nothing more than a fancy word for basic English.

Sometimes I wish I could discuss Chaucer *et al* with my students, but that's not where it's at down here. We teach the newspaper, the library, etc. Hopefully, we do persuade them to reach for knowledge. I hope.

5. Trainee in Decorator Sales and Interior Design, Ethan Allen Fashion Center, Norwalk, A.L.Z. (F 74).

To me a mind trained in literature is confusing because it is based not on facts but perceptions, ideas and thoughts. Sometimes I wish I was a business major — but English is the word of man and perhaps for me the best exposure to "the world" at the time.

I guess if I had it to do over again I would still have majored in English because once people have listened to me and shared their thoughts with me, I think they find me to be both empathetic and strong-minded about my own convictions but flexible and open to new ideas at the same time. English still helps me and probably always will — because of my knowledge of archetypal characters and situations — it is all very applicable to everyday life. No major in college will "get you a job" that is up to you, the individual — that aspect of thought was vague in college, but maybe I wasn't ready for it then. If college was made more real academically, it would help a lot, but perhaps that is not possible — the two worlds are so separate. Most of the time.

Being an English major is relevant to being an understanding and articulate human being — you need those tools to cope with and conquer the world the best way that you know how.

Not finding a job is a poor excuse for not being an English major — very few people who go to UConn have a silver spoon in their mouth! And believe me, no one is going to put one there when you get out. Without a lot of hard work and hopefully a little luck, you get nowhere. English is a great background for living a successful and happy life if you know how to use it, intelligently and productively.

6. Printer, Spring Valley Press, Langley, Washington, L.A.M. (F 69).

I do design work, typesetting, keyboarding, composing and presswork for a small

regional press. And bookkeeping, as I'm the only one with any business sense.

It seems to me that if you are trying to sell the English major as "prevocational training" you're taking the wrong tack. A broad background of reading and writing skills and knowledge is useful in many fields, but on its own, it's nearly useless. I've had jobs in several fields since graduation — retailing, advertising, editing, sales, construction — and the elements of my college education that have helped consistently are the most amorphous. Things like — organizing, sorting the germ from the chaff, being able to see the point of an argument easily, using your critical faculties — these are skills that seem useful in every job category I've encountered so far. They can be learned in English courses, but in other kinds of courses also. They were just more enjoyable for me to learn in English since I like to read and write. A good pre-med. student with good instruction would probably pick up the same lessons from his/her own courses.

So I would counsel English majors intent on being practical to supplement their English courses with others — in science if you want to do scientific writing; advertising if you want to be a copywriter (though I sincerely hope UConn has upgraded the advertising dept. since my days there); business administration if you want to be a cultured management trainee, whatever. If you're interested in living in a rural area, like I do, forget English & learn a trade. The Pacific Northwest is filled with fishermen, mason construction workers, cobblers, printers, gardeners, etc. — All people with liberal arts BA's and MA's who can't find suitable work outside of the big cities.

7. Manager and Head Teaching Pro, Hamilton Tennis Club, NJ. J.F.S. (M 74).

In my position as a manager of an indoor and outdoor tennis club, I have the responsibility of communicating with a staff of 20 and a membership of 1500 people. My job is to keep the staff happy and motivated; I have to coach them in how to use the right words for different problem situations. I have to keep our membership happy by dealing with problem situations in such a way that the owners are getting their due and that the member is happy or at least satisfied that he or she is being treated fairly. Not only do I communicate with the membership and staff on an individual basis but I also prepare newsletters, promotional flyers, press releases and advertisements. Com-

municative skills are essential and my background in English along with a late-blooming interest in journalism (it wasn't until my senior year that I took a journalism course; I only wish I had been introduced earlier) help me daily.

If I were to do it again, regardless of the job market, I would be an English major. After graduation I received a crash course in such things as bottom lines, balance sheets, accounting procedures, *ad nauseam*. I feel I have an advantage because I have been exposed to Milton, Shakespeare, Chaucer, Twain, Melville, James, Keats, Wordsworth, *ad gloriam*.

8. Intelligence Specialist, U.S. Navy. R.F. (M 68).

Without question, the ability to write well and think clearly is the major asset I possess. I owe this to my undergraduate training. The world needs MORE, not less, literature students.

9. Senior Sales Agent, American Airlines, Hartford. J.P.H. (F 74).

To be perfectly honest, I didn't go to college, and in particular, major in English, to be *trained* for a profession, I do feel that majoring in English *prepared* me for any number of professions and left me well educated. Had I wanted job training, I would undoubtedly have majored in business or engineering, etc. I believe that a background in English has made me more discriminating, thoughtful and expressive. It has given me a sound academic foundation upon which proficiency in various occupations might be based. English majors *do* get jobs. I am well satisfied with my present job and with the education I received at UCONN.

10. Travel Agent, Travelrama, Hartford. N.K.B. (F 74).

Generally speaking, I went to college not to get a job, but to grow up, learn to think and become self-sufficient. I didn't want to rely on others in making decisions that would affect my life.

The reason I chose English as a major was the fact that I loved to read (& still do)! Also, I found that trying to understand an author's point of view made me more aware of the human side of him or her, sympathetic at times to certain emotions he or she was trying to evoke.

Now, I find that I can communicate with people, not only verbally, but also with an unspoken sense of their needs and desires.

11. Electronic Warfare Officer on B-52, U.S. Air Force. E.B.D. (M 75).

Up to this point my training in English has not been a great help in the job. As a second Lieutenant, I am little more than an equipment operator, but in the near future, if I expect to move up the ranks, many English skills will be critical.

Evidently in the economic pinch of the 70's, everybody is thinking through their pocketbooks. If all I wanted from education was a job, I would have gone to a trade school. I certainly would not have spent \$8,000 and four years going to school when I could have been out earning a pay check.

The sub-categories of self-employed are various: ballet instructor, entertainment producer, house painter, printing contractor, dog groomer, traveling musician, handweaver, stable owner-manager, poet, woodcarver, kennel operator, bicycle shop owner, remodeling contractor, restaurant owner, insurance agency owner, youth camp director, TV actress, housewife.

1. Owner, artistic director, La Danse Academie of Ballet and Modern Dance, Orange, CT. R.C.F. (F 74).

I have found useful the ability to communicate with students, parents and others concerning business. The ability to write has helped me with newspaper articles and brochures. Viewing life through the experiences of characters in novels has helped me to understand people and their values, and to see how people will react in innumerable and varied life situations.

2. Traveling musician. J.D.H. (M 74).

Poetry courses have helped me write lyrics and choose material.

3. Poet, Windsor, NY. G.M.G. (F 72).

I am a poet, I raise horses and I do a little free-lance writing. I'm an advocate of the university as a source for liberal (as in broad-based not as in "vs. conservative") education not vocational training. Becoming too specialized at the university level is self-defeating; often as not, employers end up retraining employees to their own particular methods, and getting your foot in the door to begin with depends less on your transcript from college than how effectively you present yourself, on the application and in person. The marketplace which graduates face today is very unstable; I think the university can best serve its students by teaching flexibility

and creative thinking, and it is apparent that literature is a viable means of encouraging these characteristics. Talent, tact, confidence, and innovative thinking are what get jobs, not your major in college. I think it would be foolish for anyone interested in an English major to avoid it from a nebulous fear that "English majors don't get jobs." Faced with no job, English majors *make* jobs.

4. Woodcarver. Nags Head, North Carolina. M.D. (F 76).

It is my personal inclination which steers me away from conventional jobs and toward art, not any lack of career opportunities which forces me to carve to eat. I hope to use my writing experience to do some free-lance articles for area magazines related to special interests. I loved being an English major. It was fascinating, fulfilling, and fun. It would have been and still might become financially rewarding. I encourage anyone with the interest to pursue literary studies. Worry about salaries later!

SOCIAL WORK AND COUNSELING (21)

1. Psychiatric aide. Institute of Living, Hartford. T.S.G. (F 75).

I feel that my English major wasn't specifically the reason that I was employed by the Institute of Living but it was helpful. My employers recognized that in a psychiatric hospital where accurate written and verbal communication is *essential* a degree in English would be an asset for a Psychiatric Aide. I think it was more helpful in this particular position than if I had been, for example, a Math or History major. The fact that I had graduated magna cum laude and had volunteered at Norwich State Hospital during college was more helpful in obtaining employment at the Institute than the fact that I was an English major.

2. Social worker, Southbury Training School, CT. S.C.S.B. (F 68): "Placing retarded people in the community, finding them jobs, etc."

Being able to write summaries, etc. is a major part of my job — learning to write properly was the most important training I received.

3. Social worker, Human Services and Resource Center, West Haven. M.F. (F 69): Consultant to training workshops.

I developed an appreciation for particular types of literature and discovered worlds of the universal human condition. Perhaps this was an even more meaningful portrayal of human psychology and behavior than actual psychology classes.

4. Psychiatric social worker, Psychiatry Associates, Tallahassee, Florida. D.A.C. (F 69).

For me important courses were modern novel courses dealing specifically with such issues as loneliness, alienation, interpersonal conflict.

5. Caseworker, Wheeler Child Guidance Clinic, Plainville. A.M.F. (F): M.A. in English, M.S.W. in Social Work. "Therapy with individual children and their families; diagnosis."

Character analysis in Modern Novel, Shakespeare (particularly helpful), American Lit., Classical Lit. (particularly helpful) — has helped in penetrating through details of an individual's circumstances and perceiving underlying themes, patterns, problems.

In applying for admission to the School of Social Work, I was concerned that my English background (as opposed to sociology or psychology) would be considered a drawback — in spite of the fact that I found it tremendously useful in dealing with people. After I had been admitted, however, my advisor informed me that a study had been done on social work students which found that those with English backgrounds were most successful — both academically and professionally — because of their ability to communicate and their sensitivity toward people and their problems.

Primarily, my training in English has provided me with a sensitivity toward people as a result of literary training, and the ability to analyze critically (in diagnosis) and communicate that analysis both in writing and verbally.

6. Psychiatric Aide, Connecticut Valley Hospital, Middletown. D.C.C. (M 71).

Reading projections of possible fields of employment in the next twenty or thirty years, one is drawn to the conclusion that there are no certainties, no secure positions or fields. Any specialized preparation may only lead the student down a blind alley to a dead end. Like the dinosaur, over-specialization may lead to over-adaptation to a social structure peculiar to a brief space in time.

Paradoxically, English study prepares one for nothing in particular and anything in general. English study forces the student to organize his thought processes and collate new material into a meaningful order. This mental discipline allows for the acquisition of radically new material in an efficient manner.

As a child-care worker, my job is to observe the behavior of the children around me. I find that a sound foundation in the Humanities allows me to see, not just look. The major failure of many with whom I work is exactly that, their eyes are open, but their vision is clouded. They don't organize what they see. They are effectively near-sighted to the signs in the behavior patterns of the children.

7. Psychiatric Aide, Institute of Living, Hartford. G.A.G. (F 74): Counselor.

Although I had trouble finding a teaching job, I enjoy my present job and find my English training very helpful at work and in other situations. (I just won Honorable Mention in a Poetry Contest.) I think during college more guidance should be given so that one has a better idea of where majoring in English can lead.

8. Child Care Worker, Dept. of Child and Youth Services, Warehouse Point. S.V.M. (M): "Responsible for the emotional, psychological and physical care of 12 to 18 boys and girls aged 5 to 15."

I was able to communicate my opinions and impressions of the children's behavior etc. to my superiors orally and in writing.

9. Screener, New Jersey Youth Family Services, Passaic, NJ. E.H.S.O. (F 71): "Screen all incoming references to agency."

Succinct writing technique developed throughout my English training has been valuable. American Literature exposed me to the various life styles in America, past and present.

10. Child Welfare Specialist, Massachusetts Dept. Public Welfare, Brookline. C.B. (F 69): Child welfare specialist. MA in social work.

Undergraduate English training in writing clear reports was especially helpful in preparing required postgraduate work.

12. Human Rights Representative, Mansfield Training School. D.D.N. (M 70).

Ability to present ideas is important in my work. Literature gave me knowledge of people. One English Literature course that required weekly, one-page papers, taught me to write concisely. I have found

in any job that I've held a clear advantage over my co-workers because I was able verbally and in writing to reduce an issue, question, or subject to its essentials."

13. Senior Social Worker, City of Hartford. K.R.L.H. (F 71).

Outside of the field of English an MSW in social work was most helpful. One of my Social Work professors thinks English majors make best social workers because of their ability to express themselves.

14. Relocation Counselor, City of Hartford. D.L.B. (F 69): "Relocation of tenants living in unhealthy, unsanitary or dangerous situations, referral of urban services, counseling clients, transporting, arranging payments, legislative work regarding housing laws."

My experience in VISTA was valuable. It is often necessary to deliberately misuse language (street language) to communicate.

15. School Social Worker, Middletown, NJ. C.S.B. (F 70).

M.A. in English, M.S.W. in social work. Unable to find job teaching but still trying.

16. Program Counselor, Connection, Inc., Middletown. M.J.S. (M 75): "Job, social and psychological counselor to ex-offenders who are on release to the community."

What I tried to get from the English program was an insight into people and a skill for communication. These two things have helped me immeasurably. I would stress the versatility of a solid English background. But in addition, I would urge the students themselves to be versatile and creative in their goals.

17. Careers Trainee, State Dept. of Social Services, Norwich. P.M.G. (F 75): "I determine eligibility for state aid and medical assistance, and do interviewing."

I love English and on a personal level most courses have been helpful to my individual growth. They've made me more aware of different life styles that may be reflected in my social work.

18. Investigator, Child Support Unit, Dept. Social Services, Bridgeport, CT., T.J.B. (M 74).

Reading and writing skills, and the ability to speak well and easily understand new concepts, both developed throughout my training in English, are most important in my work.

19. Child Care Worker, Dept. of Child and Youth

Services, Warehouse Point. M.C.W. (M 75):
M.A. in English.

20. Community Relations Specialist, Dept. of Social Services, Hartford. D.L.K. (F 76):
"Assist planners. Take minutes at meeting."

Ability to reason and think, speak, expressing concise ideas which I developed as an English major, are valuable assets in my job.

I was an English major only because I enjoyed reading, writing and discussing.

21. Psychotherapist, Highland Heights, New Haven. L.A.L. (F).

SOCIAL WORK AND COUNSELING: Recommended Electives

Sociology
Psychology

TEACHING (74)

Pre-school teachers (2), Grades 2-6 (6), Grades 6-8 (17), prep school (3), high school (27), community college (2), college (4), high school reading consultant, private tutor, audio-visual director, textile arts, special education, corporation, teacher education, English Instructor in a French University.

1. High school English teacher, Freeport Public Schools. T.A.C. (M 68).

What holds back most Liberal Arts majors from getting jobs is lack of persistence. Most English majors are too idealistic; jobs don't come to people, people come to jobs. If you want something, you've got to go out and get it — and not give up till you get it. English majors are by far the most interesting people; they've just got to present themselves.

2. English Teacher, Secondary, North Grosvenordale, CT. C.E.D. (F 68).

Society may need its specialists, but I don't think we need to make them between the ages of 18-22, in fact I think that is criminal. It is between these ages that adolescent traumas are beginning to fade and people are just beginning to get their heads on straight. Why do we insist on channeling their talents then?

3. Teacher, Remedial Reading 7th Grade, Gallup, NM. M.K.G. (F 76).

If anyone ever asks where there are teaching jobs, refer them to the Southwest, specifically Gallup-McKinley School System, Boardman Avenue, Gallup, New Mexico, 87301.

4. English Teacher, E.O. Smith High School, Storrs. B.W.R. (F 76).

I cannot overemphasize the wisdom of an undergraduate's taking as many literature courses as possible. Regardless of genre or time period, literature courses develop not only skills but also one's humanity.

5. Head Teacher, Stamford Head Start Program, Rice School. L.M.C. (F 76).

I run a center with one teacher assistant and two aides. Most helpful is the ability to read and write in several styles. We must be able to deal with parents who did not finish high school and with professionals.

6. English Teacher, Chelsea High School. C.S.C. (F 69).

In 1969, executive trainee programs in English-related fields (publishing, editing, etc.) were scarce for women; teaching was easiest. I think an English major would have a better chance of finding employment if encouraged to minor in a business area or second language. I would encourage future English teachers to concentrate on English in undergraduate school, taking minimum credits in Education.

7. High School English Teacher, East Hartford. L.M.L.O. (F 70).

My ability to analyze literature, interpret significant influences, themes and structures, and finally synthesize these into a coherent whole enabled me to teach students various methods of understanding a work.

8. Assistant Professor of English, Baylor University, Waco, Texas. R.E.T. (M 71).

I resent the idea of reducing English to a trade. Teaching composition is one thing, but selling English for its potential job skills strikes me as bastardizing, indeed denying, one's love of literature itself.

9. English Teacher, Robert Louis Stevenson School, Pebble Beach, California, (private high school). F.K.T. (M 70).

The teaching of writing is the most important thing I do. Writing is where it is at right now. I wish I had paid more attention, studied more, and attended

more classes while at UConn. A more comprehensive effort on my part then would have helped me immensely in my job now.

WRITING AND PUBLISHING

PUBLISHING (25)

1. President/Publisher, Artisan Books, Poundridge, NY. R.M.F. (M).

2. Managing Editor, *The Art Gallery Magazine*, Ivoryton. R.F.J. (M 76).

Every student who goes into English with vague ideas of "going into publishing" should be required to take the publishing course usually offered by the department. Career routes should be spelled out specifically and they should be spelled out early. A student need not make up his mind irrevocably before the age of twenty-one, but he should be well acquainted with his options.

3. Managing Editor of 3 periodicals which originate from the Department of Psychiatry, Yale University, New Haven. J.M.S. (F 68).

4. Managing Editor, *Moves Magazine*, New York, NY. R.J.R. (M).

But the fact is -- and I've been looking at this fact for a few years now -- there is precious little opportunity, in New York at least, for the typical English Major. I know that few publishers are hot for English grads because I have been [in] a position to hire people myself (promotion dept.) and I won't hire an English grad without experience in something.

As an English major I developed the useful ability to fill a page quickly with words that, while they do not bear directly on the situation at hand, at least sound nice and are spelled nearly right and do not contradict too blatantly their initial thesis.

5. Editor in charge of *Supervisor's Bulletin* and *Professional Selling*, 2 publications of Bureau of Business Practice (a division of Prentice-Hall), Waterford. M.A.S. (F 76).

6. Publicity Assistant, William Morrow Co., New York, NY. B.W.E. (M): Prepare and distribute press releases; coordinate distribution of review copies of books and much more.

[Of the knowledge or skills related to my training in English most helpful are] the ability to read for content, to skim, to organize and prepare written work while under stress, general knowledge of the English language, and a critical outlook of literature.

Unless the graduating student has a skill to match his schoolwork, then the chances of employment are reduced. Office procedure and typing are very important and are a prerequisite to enter into publishing. With the competitive nature of the market today, good grades are a must. In other words, the student must polish skills not associated with school, but with business. This is not to degrade the liberal arts education. But after all, publishing is a business and they do not wish to hire people who lack the necessary skills.

In total, publishers are looking for people who love literature, who fight the bastardization of the English language, who have immediate business skills that can be used, and who, in general, know how to work and love working (which shows up in the grades).

7. Copywriter, Warren, Gorham and Lamont Inc., Boston, MA. (Book Publishing Company) R.L.Y. (M 75): Promotional copy for professional trade books and periodicals.

8. Editor-writer for various corporate magazines. B.G.M. (F 72).

9. Editor, Center for Real Estate and Urban Studies, The University of Connecticut, Storrs. A.F.F. (F).

[Most helpful of knowledge and skills related to English training are] ability to organize material for clarity; mechanical skills, including familiarity with footnote and biographical styles; ability to read critically.

All of them [English courses] enhanced my communication skills (both written and verbal).

10. Editor/Writer, Bureau of Business Practice, Prentice-Hall, Waterford. P.K. (M 72): Work on general business publications and business legal publications plus film scripts, radio scripts, handbooks, etc.

Why, you may ask, did I not apply at BBP earlier? Simply because BBP is not, to knowledge, listed anywhere in the world in any reference work. It is certainly not in

LMP (*Literary Marketplace*) and I doubt it is (in) any other works of this nature.

How then, you must ask, if the point of this letter is to be made, did I find dear old BBP? (My barber.)

11. Editor, *Entertainer Magazine*, Hartford. S.R.H. (F 76): Edit copy, design magazine,

12. Editorial Assistant, *Golf Digest Magazine*, Norwalk. S.E.I. (F 74): "Actually Research and Photo Librarian. Research proofs for facts."

13. Editorial Assistant, Acquisitions Editor, Butterworth Publishers, Inc., Woburn, MA. P.J.A. (F 76): Market research on the viability and appropriateness of proposals. Handle reviews of manuscripts. Monitor production of the books.

14. Book Editor, Little Brown & Co., Boston, MA. J.M.B. (F 75): Supervise all aspects of production for about five texts per year. Liaison between company and authors of those texts.

At least 90% of this publishing company's employees are English majors.

15. Editorial Assistant, Company newspaper, Royal-Globe Ins. Cos., New York, NY. J.C.D. (M 74): "I write articles of interest to company personnel, edit, proof, layout and coordinate productions."

I would say to English students and their teachers to: 1) cultivate clear writing 2) thoroughly familiarize yourself with Henry Fowler's *Modern English Usage* 3) don't look down on the business world. You can't have it completely your way, but some creative personal writing is acceptable to company publications as features. 4) Using your editorial skills, writing skills are always more fun in whatever capacity than driving a cab or bartending. 5) The jobs are there, every business enterprise has a need for writers and editors; same with publishers, familiarize yourself with LITERARY MARKETPLACE and EDITOR AND PUBLISHER'S YEARBOOK, for those who prefer journalism. 6) You can write the great American novel while working a 40-hour-week (though I haven't yet). You also can freelance, in spite of what others say. T.S. Eliot worked for a bank, Kurt Vonnegut wrote public relations copy, Franz Kafka and Thomas Mann worked for insurance companies; all while they were doing some of their finest writing.

16. Editorial Assistant, *Electronic Business Magazine*, Boston, MA. C.R.D. (F 75): Copy editing, writing correspondence, handling of general business affairs.

I, too, was very skeptical upon graduation and had some difficulty in finding a job right away. I began as a typist (bottom of the barrel) for the same company, but was convinced it would never lead to more, due to the intense competition of the publishing field. But, after much frustration, I did get promoted, and owe it almost entirely to my own ambition (with a little bit of luck thrown in). I firmly believe that despite the limits a major in English will place on one's career possibilities, if desire and ambition are strong enough, these goals are obtainable I feel now that my career is just beginning — I've crossed a very large bridge and hope to move on to Associate Editor from here. I feel my English degree is invaluable — I couldn't have gotten anywhere without it.

17. Editor of company newspaper, Sikorsky Aircraft/United Technologies, Stratford, E.A.M. (F): "Aircraft, corporate and personnel news reporting; writing and editing copy for publication; selecting photos, and overseeing layout design."

18. Communications Analyst, The Hartford Insurance Group, Hartford. J.L.L. (F 75): "Editing, reproduction and distribution of 'in-house' publications for specific departments within the company."

I keep stressing people in their environment because a great many of the careers into which English majors can go require a knowledge of this. Public Relations, Personnel, Journalism, Underwriting — all of these require constant contact with people. In the job I had at the Hartford, I was the liaison between my "clients" (many of whom were in the higher strata of the company) and the print shop workers, I had to work daily with people whose ideas, ways of life, and values were very different from mine.

I think there has to be more emphasis put on this type of potential learning for English majors. When I started school I didn't know what I wanted or where I was going. I thought of English majors as dusty and balding with their noses in books. It wasn't really until my senior year that I really began to see that "English" didn't mean just teaching and/or writing. I'm stating all this in exaggerated terms, I know. The point is, in a time when kids are thinking education should be "practical" we have to show them that English is; and I know that many picture

English students and professors as I did — removed from the living, practically.

19. Editorial Assistant for C.R. Gibson Publishing Company, Norwalk. P.A.D. (F 76): Proofreader, research, some editing.

I can understand the feeling that "English majors don't get jobs." I think it is difficult to get jobs in certain fields such as publishing.

However, I don't think people realize the impact that an English degree can have on your life. An English degree is helpful in any field. An English degree helps your relationships with people; you become a more poised and interesting person. It's a shame that more people don't believe this. Perhaps you could mention this in your pamphlet. I know I will never regret my choice.

20. Sales and Acquisitions of College Textbooks for Wadsworth Publishing Co., Representative for New York City Area. R.R.K. (M).

I expect that the job market will be forever skeptical of the English and liberal arts types. It is a fact, however, that those in business are finding the few who, graduate from college with a real command of language can be extremely valuable.

21. Proofreader (part-time), Finlay Brothers, Hartford. P.J.L. (M 74).

22. Proofreader, (part-time), National Imprint, E. Longmeadow, MA. E.T.T. (F 75).

The job required experience — but my degree in English Secondary Education replaced my lack of proofreading experience. They were willing to train me on the job.

23. Free-lance Writer, B.H. (F 70).

Finally I withdrew from the marketplace altogether, and have been applying myself toward trying to become a successful fiction writer — specializing, at present, in American history. Now in this endeavor, I assure you, I have found *everything* I learned in college to be of *inestimable* value — even the things that weren't formally taught! Things like the patience and persistence needed to do a proper job of research (learned from writing all those term papers), thorough use of the library, the importance of getting something *just right*, and, oddly enough, sometimes a bit of apparently-unrelated knowledge would become absolutely vital, such as the period of Halley's Comet or exactly when carriage-springs were invented.

I sometimes think that, but for the money,

I would not return to the business world if I could, for there is *no* job I have held or heard of that is as challenging, difficult, exciting and *satisfying* as being a writer! (Now if I could only get something *published*!)

If I have any advice for current undergraduates, it would be to remember that *nothing* is necessarily wasted, not even time writing term papers (joke!) — and that if they can't find a suitable niche in the business world, to make their own, as I am trying to. (Of course, my advice will carry much more weight when I become successful, which I expect to some day.)

24. Free Lance Writer, Uniroyal Corporation, Middlebury. C.A.B. (F 75): "Freelance articles for Uniroyal's publications."

25. Author, K.S.C. (M 69): Writing a book on the history of slavery from the Revolution to the Civil War."

PUBLISHING: RECOMMENDED ELECTIVES

*Typing
Art
Graphic design
*Journalism
Basic Sciences
Library Science
Psychology
Economics
History
Political Science
Biology

II. TECHNICAL WRITING (11)

1. Field Engineering Writer (Trainee), Combustion Engineering Inc., Windsor. D.L.P. (M 75).
2. Writer-Photographer, Polaroid Corporation, Cambridge, MA. C.K.A. (F 74): Writes both technical and feature stories for corporation newsletter.

In my experience, most employers don't consider what you *know* in hiring you (which can be determined through testing). They simply glance at your resume and base their decision on your experience.

Therefore, it is conceivable that you could have written one unacceptable story for every publication in Boston and New York; you may be such a poor writer that none of these editors would ever again hire you for an assignment. Yet all those publication names appear on your resume, so the next unsuspecting editor in Denver will also give you an assignment, adding his publication to your impressive list.

And yet a truly good writer could be kept so busy by one publication which is ecstatic over his or her ability, that she/he gets little chance to write for anyone else. So this writer's resume reflects a limited experience, leading editors to believe she/he is not as capable as the writer in the first instance. (Which brings into play the value of knowing how to write a resume, something I never learned in school.)

In spite of the fact that I believe editors consider only a writer's experience in hiring, and that I landed my job at Polaroid on that basis almost solely (a friend of mine did recommend me for the job, but at Polaroid that's a way of life — everyone nominates their friends — this doesn't guarantee the friend can do the job), I do feel my English skills were responsible for my being retained beyond the two-and-a-half months I was hired for originally.

It was also my English skills (combined with journalistic skills) that got me a 50 percent raise after four weeks of work.

However, it is also my English skills that cause my boss to resent me because she fears I am going to get her job. She lacks the basic English skills of a frog and still ended up editor of this publication (she spells receive with an "ie," and insists the quotation mark goes inside a period or comma, no matter how many other publications and grammar books I show her. So that's one point for the other side. "Who needs English?")

Being an English major did assist me in one instance where I was tested on my skills (with the *Willimantic Chronicle*). At the time, I had no experience so I'm not sure if that is why they tested me or if they test everyone who applies. I did notice others taking the test after I was hired so I know it was at least a fairly common practice.

I'm sure it was on the basis of my English knowledge that they hired me because at the time, I wasn't aware of the differences between journalistic and creative writing (pyramid vs. prose styles). Therefore, it wasn't my journalistic strengths which "spoke" for me. (Also, not my typing!)

English professors expect you to do a thorough job in researching and developing a paper. Professors in other schools (again in my experience and as I observe friends then and now) are not as demanding. A Psychology or Sociology professor appreciated a good paper, but didn't insist on quality.

Skills which are valuable in my job and

which, if not *taught* in English classes, were at least developed are:

- the ability to work independently without checking every point/step with the editor/professor.
- taking the time to be creative, even in a hard news story (either by taking a different tack in presenting the story, or by using an unusual or at least interesting lead).
- using knowledge from my college years to write an imaginative or catchy head (title) for an article.

Let me say I am very glad I majored in English. I have never had a moment where I regretted it. In my field as a writer it seems to be a desirable subject to have studied in school. The fact that you can gain knowledge from books but also "know how" as to ways to present things to make them interesting and to interact with people make English a particularly valuable major. In any subject you get book knowledge, but except for (possibly) Sociology and Psychology, in no subject do you get as much knowledge about communicating with people, and in my mind, that's half the mystery of success.

3. Systems Assistant, The Travelers Insurance Co., Hartford. V.A.S. (F 76): Technical writing, documentation for computer systems.

The majority of the technical writers in my department were English majors in college. I was told by my supervisor that the company met with more success training English majors in computer/programming operations than trying to teach programmers to write system specifications manuals.

4. Administrative Assistant, Meidinger and Associates, Richmond, VA. C.L.M. (F 74): Writes employee booklets and administration manuals for Pension and Group benefits consulting firm.

The company has found English majors to be well suited for this particular job so it actively seeks to hire them. My experience in researching and writing papers has probably been most useful. It takes approximately 15 hours of concentration to read & research a pension or profit sharing plan document, and write (and rewrite!) a summary in simplified language. One must be able to organize ideas, determine what must be included, and give examples. The government forms which we complete consist of questions regarding the docu-

ment. Besides answering the questions, a rotation must be made as to where the answer can be found. It's rather like foot-noting a term paper! It is also important to like to read, as new government regulations are constantly being issued that affect our work.

The field of pensions and group benefits consulting is a relatively new field, but is growing rapidly since the Employee Retirement Income Security Act of 1974, when the government became involved with protecting the employees' rights to benefits. New governmental rules and regulations are constantly being issued. This is a challenging field, with lots to learn. Although we (the Administrative Assistants) spend most of our time writing, we maintain close client contact which adds variety to the job. It's pretty exciting to think that a booklet I write will be printed and distributed to perhaps several hundred employees! Our company is also becoming more involved in total benefit communications through audio-visual means — this is something I hope to become more involved in. I think there is definitely a future here for an English major who wants to make use of her skills.

5. Instructional Analyst for Insurance Company, The Travelers Insurance Co., Hartford. K.M.F. (F 72): Analyzing, devising, writing, testing & revising training material for various clerical and underwriting positions, including programmed instruction video tapes and classroom teaching using "multimedia" approaches as well as lecture, guided discussion and role-play.
6. Educational Assistant, The University of Connecticut, Storrs. L.T.G. (F 74): Write news articles, work on educational materials, edit, work with students and staff in developing educational material, reports, etc.
7. Claims Reporter, The Travelers Insurance Co., Hartford. J.G.A. (F 72).
8. Assistant Operations Analyst, The Travelers Insurance Co., Hartford. J.E.W. (F 76): Writing procedures for field office.
9. Copy Editor, Raytheon Service Co., Cambridge, MA. F.J.D. (M 74): Organizes and edits government reports.
10. Researcher and Writer, Webster Consultants, Inc., New York, NY. M.M.K. (F 76).
I married the owner. I believe your questionnaire is more slanted for the person recently out of college. Though my degree was belated, I entered the job market over 20 years ago.

During this time, I've worked in many fields — advertising and public relations writing for RCA Victor records, Publicity Director for the American Research Bureau (a TV Rating Service), copywriter for the American Broadcasting Company, etc.

After that there was teaching in the New York City Public School system and freelance writing in many different areas.

Presently, I'm into research on financial institutions and freelance writing.

I believe that being an English major gave the background in humanities I needed to make a living and to enjoy making it. It also helped prepare me for the economic changes and openings (and closing) that have happened during my life. It introduced me to psychology, history, philosophy, science — all without pain and giving much — so much — pleasure.

11. Technical Editor for Marine Analyses of Computer Software, Computer Science, San Diego, CA. N.L.J. (F 75).

The fact that I had so many biology and chemistry courses was the key to my job finding ability.

TECHNICAL WRITING: RECOMMENDED ELECTIVES

*Math
Philosophy
Engineering
*Psychology
Sociology
Finance
Journalism
Semantics
Computer Science
*Science
Chemistry
Biology

III. NEWS/TELEVISION/RADIO

1. Town Reporter, *Hartford Courant*. E.J.L. (F 74): "Write hard news, features, cover meetings, etc."
2. Reporter, *Hartford Courant*. J.E.P. (M 75).
English grammar and writing skills were most helpful. I believe the more training in writing skills the better....
3. Sports Editor, *Hartford Courant*. S.J.A. (M 70).
The relationship between English and journalism is close in that you are dealing with words, ideas, expression, style, etc.

4. Reporter, Bristol Press Publishing Co. K.W.M. (M 74): "I cover the police and fire boards, the zoning board of appeals and am responsible for...the local labor beat."

Briefly, English majors should not count on learning how to make a living from their studies unless, of course, they teach.

The intellectual background provided students of English, both in their major field and in related areas of study does, however, provide a general background of knowledge, plus the useful skills of scholarship on which study at a professional school, or on the job training can build.

Because the concerns of English majors seem, at least to me, to be wide ranging and greatly varied between students, I feel that practical, "real world" activities are also an important part of an education.

In my own case, I feel that the experience I gained by working in several political campaigns not only allowed me to "polish" my writing skills and put them to practical use, but it also broadened my experience and directly acquired knowledge — both of which have proven beneficial to me professionally.

5. Copyeditor, *Louisville Times*, Louisville, KY. C.A.B. (F 71): "Edit copy, write headlines, some layout of pages."

Having a major in English didn't provide me the specific skills needed to get a job. But it did provide me with a pretty good education, which I define as a skeleton around which to shape experience.

I learned how to think, was exposed to new ideas and acquired some knowledge. My main interest was literature (I couldn't get a major in journalism and I didn't want one — the department feels journalism courses are a vase to be filled with ideas obtained from other courses). I filled in my schedule with other courses that interested me. I was trying to explore areas that I hadn't had the chance to look into before — and might not have the chance again.

Doors were opened in my mind. Some of those doors are still open, some wider, some less so. Some have closed. Had I chosen to acquire very specific, job-able skills, I would have had skills for a job — not an education. An education can be expanded upon. Skills for a job can become obsolete and virtually useless if the job is modified or eliminated. (For example, while I was a sophomore, anyone who was an English major assumed to be a would-be teacher. By the time I was graduated, the market was glutted with teachers.)

6. General Assignment Reporter, Post Publishing Co. W.H.H. (M).

7. Bureau Chief (in charge of twelve towns' coverage by seven reporters) and Reporter, Photographer, *Hartford Courant*, Old Saybrook Bureau. D.M.B. (F 72).

8. Reporter, *Stamford Advocate*. C.M.D. (F 75): General News Reporter.

9. Reporter, *The Compass Comment*, Mystic. B.Q.L. (F 75): "Reporter feature writer and photographer — also news planning."

10. Reporter, *New Britain Herald*, New Britain. J.M.F. (F 74).

11. Reporter, *Hartford Courant*. R.B.S. (M 69):

I've been part of the news bureau in Willimantic, run the one in Storrs and covered statewide higher education. I spent my first month as a copy editor.

12. Copyeditor, State Desk, *Hartford Courant*. E.M.S. (M): "Prepare copy for state bureaus for publication; occasionally rewrite; write special assignments."

For what seemed a long while, out here in the cold, no one told me how good or how bad I was and I suffered quite a bit trying to recoup confidence that had been beaten up in dark alleys by rejection slips and simple failure of nerve. Things have gotten better. I now have a job which has me working daily with words. Granted, most of those words aren't my own. But, at least I am working; occasionally, I have the chance to see my own name curling underneath a headline. It took two-and-a-half years of character-building, but I am earning a good salary in what even the Governor concedes is the fastest growing newspaper in the state. If any of your ambitious charges, asks you, "Yes, yes, but what good is an English degree?" tell them, if you can put enough stern force behind it, that it is as good as your character can make it. I don't envy you. You're going to have to justify something which a lot of kids can't even measure yet, probably because they don't have the moral or intellectual equipment for it. (There is a lot I still don't know yet — as anyone who saw my first work for the *Courant* will tell you.) But such measurements, the ones that really matter — can't be found in Economics 202A.

What I do believe, more than I have at any other time in my life, is that where there is diversity, there is humanity and while what is or is not profitable changes with every issue of TV Guide, you still have to

learn to be human and state your case with all the passion, style and grace you can muster. Shakespeare can't tell you how, but he can start you off.

13. Reporter, *The Morning Record*, Meriden. J.M.G. (M 76): "News reporter, freelance writer."

Before I was hired, I was asked to take a writing test. The skills learned as an English major were a valuable source of written expression.

14. Copyeditor, State Desk, *Hartford Courant*. M.J.M. (F 72).

I think that my training as an English major has helped me in my job in a very general sense. As a newspaper editor, I need to use skills in grammar and good writing construction — organizing facts and narrative in a clear and concise manner. However, I think these types of basic skills were already impressed upon me before reaching college.

15. Assistant Life/Style Editor, *The New London Day*, New London. P.A.M. (F 73): writing and editing.

I may be in the minority of English graduates, inasmuch as, fairly obviously, almost everything I studied is useful in my job.

Nonetheless, in my field of work are plenty of people who would be more effective newspaper writers if they could express themselves better. Getting a story is one thing; getting it across is equally important. Most people who go to work at a newspaper did not major in English. The level of literacy at a newspaper is low when it should be high. Simply to assimilate the cubic feet of written information we deal with every day is difficult enough. Making choices about coverage and story content should be based on a thorough understanding of all this material: local stories, wire stories, press releases, etc., but I question if that is how it works.

Whenever I see a basic spelling or grammatical error in our newspaper, I wince, because I know it throws our entire credibility into question (what do people who can't even spell know anyway?)

I personally believe that what an English major learns would be valuable in any job, but that most employers don't see the connection and have to have it firmly made for them. I think that if an English major thinks of his education not only in terms of cultural sensibility, but in terms of language, he will be far more likely to

draw the almost universal connection between his skills and the work involved in almost any job.

16. Assistant State News Editor, *The Waterbury Republican and American*, Waterbury. J.S.K. (M 71): "Supervise reporters, rewrite and originate news stories."

I didn't major in English with the intention of getting a job in journalism. In my case, one had little to do with the other.

I majored in English because nothing the university offered seemed more important to me than the study of literature. I learned things of lasting value, and the fact that some of the skills I picked up have proven useful in my profession is just a bonus.

I should point out that my newspaper generally hires people more on the basis of experience and writing ability than educational background.

17. Report/Editor, WHNB/TV, West Hartford. S.K.R. (F): "Gather and produce and report daily news."

In my belief, the only lasting knowledge one acquires from a liberal arts education is the ability to think well. Tangentially, the student also learns, if he/she is to succeed at all, to give individual professors what they want. What professors want covers a variety of subjects. I will make a list:

1. to ape styles of writing and thinking
2. to disgorge all the notes one has taken in a Roman orgy of a final examination.
3. to flatter by agreement
4. to speak up in class
5. to write very long papers
6. to write very short papers. etc...

The student can learn all of the arts of Machiavelli at college. It is this which has benefitted me the most. I now have the ability to, chameleon-like, absorb any person's way of thinking and to discover clandestine messages hidden beneath the written or the spoken word.

18. Traffic Manager, (I maintain the station's logs.) Radio Announcer, Copywriter, News Writer, Reporter, News Caster, Production (making commercials), Planner of FM music for preprogrammed format, Community Radio of Saratoga Springs, New York. B.S.E. (F 76).

Personally, I think it is almost tragic that people are going to college purely to get a job later. They are going to miss the whole essence of college...preparing oneself to live a stimulating life after work. In

fact, it is not the preparation it is the experience itself of learning that everything is cosmically related and that those that come before us have been through what we have.

I must stress that of all the liberal arts, English makes the most job sense because an English major can do just about anything. A psychology major has a much worse time of it and all they've learned is how to train rats. No employer will turn someone down because they are an English major; if anything, they like the fact that the person can write well. The fields that English is rather deadly in, I think are the ones that one would expect an English major to try for, such as publishing, journalism, teaching.

Typing is totally necessary; any English major who doesn't know how to type deserves to be jobless.

19. Radio Announcer/Newsman, Nutmeg Broadcasting, Willimantic, CT. P.E.P. (M 76).

NEWS/TELEVISION/RADIO: Recommended Electives

- *Journalism
- *History
- *Political Science
- Art
- Sociology
- Psychology
- Theater
- Economics
- Biology
- Computer Science
- Marketing

IV. PUBLIC RELATIONS AND ADVERTISING (6)

1. Manager of Public Relations and Advertising Agency, The Karl Co., Newport Beach, CA. B.H.A. (M 69).
2. Advertising Representative, Herald Publishing Company, New Britain. M.F.K. (M 74).
3. "Assistant in the News Office" Connecticut College, New London. D.A.W. (F 76): Public relations, writer, press releases, and in-house feature stories.
Survey courses provide an invaluable background I find I don't pick up in my own reading. I would never have attempted Milton on my own. College was the time.
4. Copy Chief, Rosston, Kremer & Slawter, New York, NY. A.A.C. (M 71): Writing and print production for advertising agency.

5. Superintendent, Image Development Program, Aetna Life & Casualty, Hartford. R.R.R. (M 75).

I am basically a one-man ad agency, performing copy writing and all related functions exclusive of art work and photography.

More important than a college major in getting a job today, I think, is individual talent. An English major usually won't do it by itself. But by applying the skills and doing a lot of writing — at least in my case — it can pay off without the need for a graduate degree. I was hired primarily for creative talent. But luckily for me, I have the mechanical skills necessary to support creative thinking. That's why I chose English as my second major...a very wise choice indeed.

6. Advertising and Public Relations Manager, Jewett City Savings Bank, Jewett City, CT. G.M.R.J. (F).

Prior to this job, I worked for 2 years as a reporter for a newspaper. My English and writing background was instrumental in getting that job as well as my present job.

I honestly feel all students in college should be required to take basic English & Communications (maybe in the form of creative writing) courses. The training is invaluable. I have found this common ground gives more opportunity for discussions, etc. I've been offered jobs a few times just after chit-chatting with advertising executives about British Literature—Dickens, Shakespeare.

PUBLIC RELATIONS & ADVERTISING: RECOMMENDED ELECTIVES:

- *Marketing
- Economics
- *Journalism
- Basic Sciences

UNEMPLOYED (9)

The comments of H.G.A. (M 75) seem to represent the feelings and experience of this group:

I firmly believe that some insights may be gained from my experiences over the last twenty months, and I would like to relate some of them, in the hope that they may be of some use to the department, and more importantly to the students. I was an English major throughout college, but for seven semesters it was coupled with a secondary education degree. One month into my seventh semester, I dropped out of student teaching and the field of education altogether, because I realized that teaching English on the high school level was an impossible field to get into, because of the obvious abundance of teachers. I quickly added five new courses and finished my seventh and eighth semesters with a flat major in English.

I had now abandoned teaching and set my sights on either graduate work in English or Law School. I chose Law School, but I was unable to raise the money to attend, due to the fact that I had used student loans to get through UConn. My English degree would have made me a great teacher or a great lawyer, but now it had to find me a job in the business world.

My first inclination was to turn to the area of public relations, because of my ability to communicate with people, and to any English major who thinks along this line, I say take as many writing and journalism courses as you can, because to crack this field, you need as much writing and editorial experience as you can get. I had no journalistic or editorial experience and I was stopped cold.

I broadened my scope and started looking for work in the area of customer service, as I felt my increased capacities of communication would make me an ideal problem-solver and outlet for customer communications, but in each instance I lost out to a business major. I would strongly recommend a basic business background (i.e. accounting, marketing) to any English major who is even the slightest bit unsure of his career aspirations, because the lack of these courses has obviously hurt me in my endeavors to secure employment.

OCCUPATION NOT GIVEN

1. J.R. (M 68) Oxford, Miss.

I think you are about ten years too late to write a pamphlet stressing the economic advantages of an English major. If I were to attempt to recruit explicators of poetry, I should claim that beauty is its own excuse for being. Though things be in the saddle and ride mankind, one needs to unhorse them, at least from time to time. Dr. Johnson observed that the happiest man was he who had a business but could retire from it occasionally to enjoy literature.

Culture is worthless. It is also priceless. Sparta defeated Athens, but millenia after Sparta and Athens have passed away, *Antigone* will endure.

APPENDIX A

GRADUATE PROGRAMS OPEN TO ENGLISH MAJORS

Law School

Admission Requirements (The University of Connecticut)

1. Bachelor's degree from accredited institution
2. Minimum grade point average
3. Law School Admission Test

Statement from Phillip Blumberg, Dean of The University of Connecticut, School of Law:

The law is a learned profession. For success at the bar and for personal fulfillment, lawyers must develop a high degree of proficiency in communication skills. They must be able to read well, to write well, to speak well, and to listen well. Without the ability to express himself or herself effectively or to read or listen attentively, no lawyer can hope to achieve his or her full potential. This goes far beyond the fundamentals of grammar, spelling, punctuation, and style. It involves the development of the well educated individual able to hold his or her own with the most able persons in our society.

Medical School

Admission Requirements (The University of Connecticut)

1. 4 years of college recommended
2. Faculty recommends introductory courses required of majors in the following subjects: Inorganic Chemistry (one year), Organic

Chemistry (one year). Physics (one year). Biology or Zoology (one year), English, Mathematics.

3. Medical Colleges Admission Test

Statement from Robert U. Massey, Dean of The University of Connecticut School of Medicine:

Medical school faculties everywhere are concerned with the relative lack of education of the very bright students applying for admission to our professional schools. We have tried to make up for that by introducing work in philosophy, ethics, and medical history. Some schools have had to offer special tutorial sessions in English.

At a recent meeting of medical school deans there was discussion of the experience of some schools with a three-year liberal arts preparation for medical school. In general, it was agreed that, if the 12 or 13 years of premedical and medical education were to be shortened, it should not be at the expense of the four years of liberal education. Rather, we should be encouraging students to emphasize the humanities during that period, knowing that there will be adequate time for advanced work in the biological sciences in medical school.

Some medical schools, including the most prestigious ones, are laying greater stress upon language skills and general information in selecting applicants for admission than upon the sciences.

School of Dental Medicine

Requirements for Admission (The University of Connecticut)

1. Baccalaureate degree
2. Knowledge and understanding of basic biological and physical sciences and a facility in the art of communication.
3. Dental Admission Test
4. It is recommended that students take the introductory courses required of those majoring in the subjects listed below rather than survey courses for non-majors: Physics, Organic and Inorganic Chemistry (1 year each of college credit), Biology (to include 1 semester of Zoology), English, Mathematics.

Statement from Klaus Nuki, Associate Dean for Graduate Dental Education:

I believe it is the general opinion of the dental faculty, at this and most other institutions, that reading and writing skills of a very high order are an absolutely essential part of modern dentistry.

The health care professions as a whole

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depend fundamentally on communication between patient and health care provider. Poor language skills can and frequently do lead to serious errors in treatment. Precision in the use of the language is of great importance. Ambiguity in the written word is to be avoided at all costs. Unambiguous writing has to be simple, nontechnical and crisp. To achieve an adequate standard of skill requires careful didactic preparation and much practice.

The graduate of our School of Dental Medicine has been schooled and re-schooled in his profession. Nothing has been omitted that could add to the high standard of his *technical* and *theoretical* ability. When he receives his degree and license to practice, he enters the world trained in the *science* of Dentistry. At that point he finds the *art* of dentistry is a more personal matter. It concerns things that cannot be taught in textbooks or tested for in multiple choice examinations. It concerns his conduct as a member of an honored and honorable profession, whose standard is now in his keeping. If he cannot impart his wisdom and science to his patient, he is deficient in the execution of his professional responsibility and the standard with which he has been entrusted is betrayed.

Dentistry of the future is largely a matter of prevention, not repair of damage already done. Prevention depends largely on self-administered actions. Inaccurate and sloppy communication can therefore lead to poor prevention and more repair.

Horace Walpole said, "I never understand anything until I have written about it!"

Graduate Programs in Business

Requirements for Admission (School of Business Administration - The University of Connecticut)

1. Bachelor's degree from a college or university of approved standing
2. Adequate undergraduate performance (3.0 grade point average)
3. Score of the Graduate Management Admissions Test.
4. References
5. Relevant work and leadership experience
6. Evidence of writing ability.

School of Social Work

Admission Requirements (The University of Connecticut)

1. Bachelor's Degree
2. Cumulative quality point ratio of 2.6 or better
3. No specific course of language requirements.

School of Library Science

Admission Requirements (Simmons School of Library Science)

1. Baccalaureate degree
2. B average in final 2 years or in major field.
3. Three full academic years (96 semester hours) in liberal arts and sciences, exclusive of professional courses.
4. Two semesters of modern foreign language at intermediate college level.

Department of Higher, Technical and Adult Education

Graduate Study in Higher Education:

Student Affairs:

Program to prepare Master's level specialists for areas such as housing, career planning and placement, financial aid, admissions, student activities, et al., to serve in universities and four and two year colleges.

Professional Higher Education Administration: Requirements for Admission (The University of Connecticut)

1. General Requirements of Graduate School
2. 3.0 Average
3. Graduate Record Exam
4. Miller Analogies Test
5. Twelve hours of credit in Professional Education (for advanced degree)

Divinity School

Admission Requirements (Yale University)

1. Baccalaureate degree
2. High Academic Standing
3. Graduate Record Examination (for advanced degrees)

School of Diplomacy

Admission Requirements (Fletcher School of Diplomacy, Tufts University)

1. A.B. degree or equivalent
2. Minimum G.P.A. 3.5
3. G.R.E. (Minimum score 650)
4. At least one modern foreign language
5. Some background in political science, economics and/or history is recommended.

APPENDIX B

Thirty business organizations of all kinds responded to our letters inquiring, "What positions in your organization could be filled by a well educated English Major?" The following list indicates representative positions although exact job titles may vary from one company to another.

Complete job descriptions and requirements can be found in Linwood Orange's *English: The Pre-Professional Major* and recruiting brochures from individual companies.

Most companies recruit only for "entry level" positions and look for executives within their own ranks, in other words, employees "work their way up in the organization."

1. Most organizations listed some Public Relations and/or Advertising Positions:

Advertising Assistant
Public Relations Assistant
Press Relations or
Communications Specialist

Usually works in several aspects of writing advertising and collecting data; may make arrangements for visitors and newsmen.

Copywriter — Prepares and writes advertising material.

2. Writing and Editing positions occur not only in recognized publishing houses but also in many large corporations that publish their own company newspapers or journals (*Gebbie Directory of House Magazines* lists several of these publications), technical manuals and procedural handbooks.

Editor or Assistant Editor

Non-Technical Writer

Technical Writer — May require basic foundation in sciences and/or mechanical arts.

Methods Analyst — Organizes and edits manuals on company policies and procedures.

Researcher

3. Management, Sales and Marketing

Management trainee

Production trainee

Buyer trainee

Sales Trainee

Marketing Trainee — One major company charts the pattern of advancement in marketing:

1. Marketing Assistant — Under supervision works with all aspects of producing and selling a single product.
2. Assistant Product Manager — Controls advertising and media analysis for a group of products, handles budget, and directs market assistants.
3. Product Manager — Conducts all operations of a group of products.
4. Marketing Director
5. General Manager

Account Executive — Broker who aids people with investments.

4. Personnel and Customer Relations

Personnel Manager, Assistant or Representative

Industrial Relations Representative

Customer and/or Sales Service Representative
— Liaison between producer and purchaser.

Training Specialist — Develops and conducts training programs.

5. Computer Field

Systems Analyst — Assists in writing, testing and analyzing computer programs. Math or computer courses may be required.

6. Publishers list various fields for English majors.

College Editorial

Educational Book Editorial

Trade Book Editorial

Business and Professional Book Editorial

Business and Legal Editorial

Book Editorial (Production)

Textbook Advertising

Business Publications Advertising

College Field Representative

Textbook (Elementary-Secondary) Sales

General Book Marketing

7. Insurance Companies indicate the following positions appropriate for English Majors:

Claim Representative — "Represents company to settle claims."

Field Controller — "Responsible for supervising, accounting, office service and personnel within a field office. Requires some business management background."

Underwriter — "Reviews insurance applications to determine insurability. Analyzes pertinent information gathered through research of other personnel."

Pension Consultant — "Working with field personnel, analyzes and maps out plans for business; assists or handles administrative duties for account."

Contract Specialist — "Consults with actuarial, underwriting and legal department to draft contracts."

Bond Representative — "Advises and counsels agents, their clients and prospects on financial and technical matters relating to their qualifications for procuring bonds."

Marketing Trainee

Management Trainee

Advertising Trainee

Personnel Director or Assistant

Compensation Analyst — "Analyzes and evaluates job responsibilities. Also advises on salary administration and job organization and structuring."

Systems Analyst

Communications Analyst — "Writing & editorial work"

BIBLIOGRAPHY

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Tebbel, John. *Opportunities in Publishing Careers.* Louisville, Ky.: Vocational Guidance Manuals, 1975.